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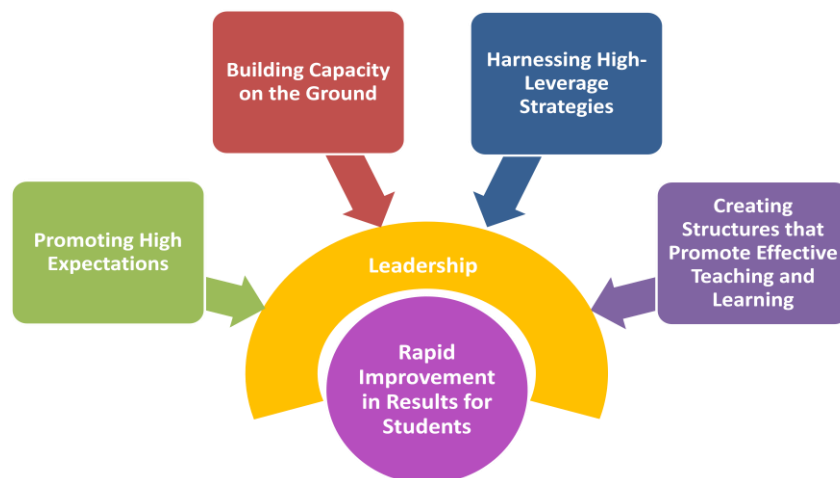
Section 2: EXECUTIVE SUMMARY

In the executive summary, the respondent shall explain how it meets the requirements specified in the RFP.

Global Partnership Schools (GPS) is pleased to submit this proposal in response to the Indiana Department of Education's goal of establishing the Indiana Turnaround Leadership Academy (ITLA) to "identify, recruit, train and develop transformational leaders" for the state's most challenging schools. We feel that Global Partnership Schools is uniquely poised to build upon the award-winning work that Indiana has developed in the area of principal and teacher leadership (EPPSP, IPLA, TLA, and the ICA), and in its effort to align to the nation's Race to the Top agenda. Our company fully embraces the importance of quality leadership in the turnaround movement, and we take pride in the fact we have been recognized for our capacity to lead our national reform effort as a Lead Turnaround Provider in states such as Colorado, Washington and Maryland.

Global Partnership Schools is comprised of a team of highly successful educators who have been immersed first-hand in school transformation across the country for many years. We pride ourselves on being a team of recognized practitioners who have collectively spent decades attracting, training and developing leaders in some of the most diverse communities across the country through rigorous training, evidence-based strategies and on-the-ground support systems that have been shown to affect sustainable results for academically challenged schools. The theory of action underlying the turnaround model is that the existing configurations of leadership and instruction have not created the kind of rapid change needed in low-performing schools. Therefore, in order to dramatically change turnaround schools, leadership must be the driving force in the interaction between high expectations, on-the-ground capacity, high leverage strategies and creative structures for teaching and learning if we are to catalyze and sustain rapid improvement in our schools.

Global Partnership Schools has developed a model for rapid improvement in student outcomes, built upon Four Pillars of Change which closely align with **Fast Forward's** goal of "markedly improving student outcomes, closing gaps in student achievement and making other key gains." (Race to the Top, January 2010). This framework is developed from our own turnaround experiences, and is further strengthened by the most current theoretical and practical research from highly successful systemic school reform models from the UK, Singapore, Finland, Canada and the US.



The Four Pillars of Change

Leadership: Leadership is the seminal point of our Turnaround Model as it serves to bring rapid improvements in results for academically challenged schools. In order to incorporate the research-based and proven elements of the Four Pillars, turnaround schools must have highly skilled, relentless and gale-force school leaders who are supported by deep, intentional skills and knowledge. Global Partnership Schools' leaders recognize that Turnaround Leaders must be able to inspire productivity, innovation, teamwork, commitment, fulfillment, engagement, and social purpose if we are to see significant change in our low performing schools. A principal must have a strategic focus on instruction and be inclusive of others in their work. (S)he must have a welcoming attitude toward parents and form connections with the community. A principal must know how to develop collective and collaborative capacity, which refers to the quality of the teaching staff, teachers' belief that schools can change and participation in effective professional development. A principal must create a culture of achievement that provides for a climate which is safe, welcoming, stimulating and nurturing to all students. (S)he must give strong, resolute instructional guidance that stays on focused on effective practice.

The proposed Indiana Turnaround Leadership Academy intends to build upon these deep and intentional tenets, fully aligned with the creativity and innovation that was invested in the creation of Indiana's *Fast Forward Plan*. The proposed Indiana Turnaround Leadership Academy (ITLA) intends to provide the training and practicum necessary to build upon the strengths and values envisioned in this forward-thinking plan.

The Global Partnership School's ITLA model proposes that cohorts of three to five Turnaround Leaders will be supported by GPS experts who will be strategically located in Indiana so that they have daily access to their Turnaround principals and schools. An Education Change Leader will serve as the ITLA director as well as the liaison between GPS, the IDOE and district leaders. In addition, Leadership Coaches will provide at-elbow, on-site support for Turnaround Leaders in their schools on a daily/weekly basis. The structure of our intensive support model draws from the Mass Insight turnaround construct that emphasizes a closely coupled mentoring and coaching model which gives greater access and more meaningful collaboration between Turnaround Leaders and Global Partnership School experts.

The application of the ITLA coaching model creates a chain of improved practices from the Global Partnership Change Leader to Leadership Coach, Leadership Coach to principal and principal to faculty. This also supports the need for a capacity-building model that promotes sustainability and continuous learning as Turnaround Leaders assume responsibility at their respective schools while still benefitting from the supportive scaffolds that Global Partnership Schools provides for its mentees. With the Education Change Leader and Leadership Coaches based in Indiana, Turnaround Leaders are never far from the Global Partnership experts, offers the ITLA participants an unparalleled and optimal coaching model of support.

Promoting High Expectations through International Benchmarking: Global Partnership Schools uses globally benchmarked Essential Standards of School Excellence to address the conditions that we believe are most critical to turnaround schools. These expectations serve as a springboard to assist school leaders with a self-study on the state of their school, as well as providing the framework for an initial diagnostic review by Global Partnership Schools' leaders. Over time, the Essential Standards serve to offer a vision of transformed schools that are student-centered, where educators share responsibility for student success and where parents and the community are strong advocates for the school's viability.

Building Capacity on the Ground with a Focus on Collective Responsibility for Results: Global Partnership leaders provide intensive, job-embedded, focused coaching for school leaders and teachers to support them in implementing collaboratively designed strategies and action plans that bring new knowledge, skills and competencies to instructional challenges and student supports; maximum use of resources (time, ideas, expertise); team building that fosters motivation, professional community and commitment; systemic practices where parents, teachers and students learn from one another; and the removal of distracters and barriers so that all stakeholders work together in a more collaborative, reflective, trusting and accountable environment.

Harnessing High-Yield Strategies that Drive Change: Global Partnership Schools offers intervention strategies that enable schools to move forward through ownership and empowerment including effective development and deployment of formative assessments, strong family and community partnerships, and close attention to student needs including Special Education and English Language Learners. Through our partnership with CORE, Inc (Consortium on Reading Excellence), an professional development and implementation company for literacy and math, we are able to work with turnaround principals and teachers to create “rapid response” curriculum units that address the most critical gaps in curriculum and instruction in a real-time, immediate response model.

Creating Structures that Promote Effective Teaching and Learning that are Inspiring and Inclusive: Research has informed us that the interaction between the variables of professional collaboration and collective reflection on teacher practice and student achievement is a powerful intervention for our country’s most challenging schools. Global Partnership Schools’ ITLA model will assist Turnaround Leaders in the implementation of structures and routines in a school that enhance collaboration and problem solving in order to drive high expectations for all students in a deep, sustained change model for teaching and learning. Our ITLA leaders will train our participants in professional collaboration routines, instructional rounds, and other interventions designed to drive organizational change.

These elements of change provide the construct for Global Partnership Schools’ proposal for the Indiana Turnaround Leadership Academy which is fully aligned with Indiana’s comprehensive school turnaround agenda. The ITLA is a holistic programmatic approach that integrates advanced learning technologies, research-based methodologies regarding turnaround leadership, and a comprehensive “toolkit” that arms school leaders with the skills, knowledge strategies and practices that must be in place to significantly improve student outcomes. The proposed ITLA will immerse the participants in the most current turnaround research which delves deeply into the necessary competencies for leading change, as well as examining evidence-based structures and strategies designed to dramatically transform low performing schools.

Training: Global Partnership Schools recognizes that leadership development must not be episodic – it must be an on-going, intentional process that is deeply embedded in the daily work of our Turnaround Leaders. Therefore, our model is a multi-faceted, comprehensive content-driven program in Year 1 rich in critical, comprehensive strategies that allow the ITLA participants to be continuously more effective and confident as leaders of challenging schools. Our training modules go beyond the contemporary practices that define most leadership development. Rather, our Turnaround Leaders will be immersed in evidence-based solutions to school change, followed by subsequent years of coaching and mentoring with experienced experts who will ensure their ultimate success. ITLA participants will frequently collaborate in professional learning cohorts and have access to powerful knowledge-based resources

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that are focused on the specific strengths and needs of turnaround leaders to round out the ITLA experience.

The most compelling element of the Academy is the level of support that ITLA participants will receive. The Global Partnership ITLA program will give the Turnaround Leaders access to proven turnaround specialists as their instructors, namely the GPS Education Change Leader and Leadership Coaches. This successful team of practitioners will provide focused and intentional training and coaching that will enable ITLA participants to lead their schools more effectively while improving student outcomes. The Educational Change Leader serves as the liaison and chief communicator between principals, superintendents and the Global Partnership Schools' team; work with principals within a cluster of schools to build on existing strengths and minimize areas of weakness by resolving school-based concerns and problems; assist principals and teachers within their assigned clusters to achieve maximum student achievement gains and improved educational outcomes. In addition, the ITLA participants will be supported by an experienced Leadership Coach, who will be on-site and at-elbow within a team of 3 principals giving feedback, reflecting on practice, and strategizing around how to navigate the daily challenges the Turnaround Leaders face as they put new strategies to work. This unique model is unparalleled given the extensive coaching and support that ITLA Turnaround Leaders will receive as participants in our program.

The curricular content will be delivered the Education Change Leader who has successfully managed turnaround schools with significant results. Learning from practitioners who have been through the challenges of turnaround makes the training experience all the more authentic and real for the ITLA participants. We also know from experience that deep, systemic change transcends beyond leaders in challenging schools – they cannot do this and must be supported by the entire school system. In other words, all means all when we are embarking on transformational, systemic reform. In order for our school systems to truly address the needs of challenging schools, every leadership constituency in the district must be involved. Therefore, it is Global Partnership's intent to provide training not only for the turnaround leader cohorts, but also for Superintendents and District leadership teams so that the turnaround work builds collective capacity across all levels of the school system. The latest empirical evidence demonstrates that this is the only way we can significantly drive change and increase student achievement. To that end, sharing knowledge and models of success throughout Indiana must be part of the learning experience. The GPS Education Change Leader will work with the IDOE and the respective school district leaders to coordinate site visits to other schools using the concept of peer-to-peer sharing where the ITLA participants can shadow and learn from other successful principals across the state.

Global Partnership Schools also draws on exemplary leadership practices through our partnership with CORE, Inc), as well as having leaders trained in Opposite Strengths, Barrett Values Center's Cultural Transformation Program and the National Network of Partnership Schools. Formative and summative assessments of leadership competencies will be generated into individualized professional growth plans through our technology platforms, supported by our IT partners Synaptic Mash and our own GPS technology infrastructure. These structures will allow Turnaround Leaders to learn with real time access through webinars, on-line training and social networking, and to focus on the skills and knowledge they need through online modules, discussion forums, simulations and real-life vodcasts (video on demand). They can access and review all of the media on demand through SharePoint which gives them a 24/7 virtual resource center of current research and best practices. Because CORE is currently developing for the state of Indiana the Indiana Reading Framework and will be providing roll out professional

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development, we will be uniquely qualified to ensure that the leadership content will be seamlessly connected to the new state Framework. Content area modules would include, but not be limited to such topics as:

- Data analysis to assess and inform instruction
- Change management strategies
- Collaborative decision-making
- Transformation of school culture
- Team building based upon team member's strengths
- Creation and execution of successful school improvement/accountability plans
- Literacy and numeracy instructional strategies
- Building internal capacity
- Global Partnership Standards of Excellence
- High quality structures for teaching and learning
- High leverage strategies for school success
- Parent and community engagement strategies.

The ITLA program is designed to prepare Turnaround Leaders to accelerate their learning curve on the operational aspects of leadership so that they may successfully navigate the challenges of taking low performing schools to the highest levels. ITLA participants will study other important organizational aspects such as parent and community engagement, fiscal and human capital oversight, operational management and the accommodation of professional learning communities within a school's schedule, as well as other subjects that are crucial to the transformation of challenged schools.

We fully recognize that the ITLA will only be as successful as its graduates. The Academy's success, as well as that of its graduates, will be consistently monitored and evaluated in terms of key dashboard measures with agreed upon milestones and metrics between the IDOE and Global Partnership Schools. These metrics will be driven by requires Progress Reports, further evidenced by leadership dashboard thresholds based on qualitative and quantitative data built around student, leader and successful school thresholds. This holds GPS leaders accountable for monitoring the progress of the ITLA participants, and will enable them to quickly intervene when progress thresholds are not being met (See sample in Appendix XX).

Overall, the ITLA proposed by Global Partnership Schools is unique from other programs in the following ways:

- Use of individualized and differentiated learning plans
- Cohort group and individual support for personal coaching and development
- Performance based competencies and professional assessments
- Standards of School Excellence drawn from the UK, Finland, Singapore, New Zealand, United States, International Baccalaureate programs, Mass Insight and the Consortium for School Research
- 21st century technology delivery systems
- On-site, at-elbow support that extends beyond the first year
- Unique partnerships that support cultural transformation and team building program based around Opposite Strengths and Values Alignment
- Ability to shadow leaders in high performing school environments

- Training, coaching and contact hours that far exceed any other current turnaround leadership training programs in the country.

We believe that this multi-dimensional training approach offers optimal engagement for Academy participants, and permits them the field-based practices and time needed to acquire the knowledge and skills that are necessary for them to forge ahead in a highly supported and fully scaffolded path to success.

All of the aforementioned work that Global Partnership Schools proposes is predicated on common ground rules and behaviors that engender non-threatening, supportive and valued dialogue since we know that none of this work will be effective unless we build collaborative relationships with the district, principals and all stakeholder and community groups. We could not believe more strongly in the need for change, but understand that leading it requires resilient courage and resolve, both individually and collectively. We support the IDOE's common mission to improve its struggling schools, and know that the long-term success of this effort has to have a solid foundation, built on the principles and values of the IDOE and its Fast Forward Plan that act as its center of gravity for all reform efforts.

Section 3: WORK PLAN

The work plan must describe in detail the specific methods, tasks, and activities proposed to be undertaken. Any anticipated theoretical or practical problems associated with the completion of the project must be discussed. Solutions, alternatives, or contingency plans related to these problems must also be proposed if appropriate. Additionally, the work plan must include task initiation and completion schedules and respondent's proposed staff assignments. In addition, the respondent shall list and identify subcontractors, if any

Global Partnership Schools' proposed Indiana Turnaround Leadership Academy is grounded in its Four Pillars of Change and the Essential Standards of School Excellence which address the conditions that we believe are most critical to school transformation. The Global Partnership Essential Standards for School Excellence are guided by empirical data that indicate that schools in need of improvement lack the essential structures for high performance and the capacity to create them or utilize them to any advantage. For this reason our ITLA model is based upon creating a culture of change predicated upon the most powerful theories and evidence-based practices currently available (Barr & Parrett (2007); Fullan (2009, 2010); Hattie (2009); Leithwood, et al (2004); Pollock & Ford, (2009), Steiner, Hassel & Hassel (2008)). This model has been validated by decades of experience that our GPS leaders have had in working with low achieving schools throughout the nation. For these very reasons, GPS has been selected as a Lead Turnaround Provider in Colorado, Baltimore MD and in Washington State.

Global Partnership Schools commits itself to guiding Indiana school leaders through a deep and intentional process of transforming the state's lowest performing schools. The following work plan details the curricular elements, coaching and mentoring support and supportive toolkits that will help Turnaround Leaders to actively measure and manage the transformation process. Theoretically, our design for the ITLA is based on a deep belief that Turnaround Leaders must not only develop unique and relentless leadership skills in order to transform their schools, but they must do so while simultaneously maximizing the organization's culture, values and performance that ultimately results in improved student outcomes.

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Our strong research and evidence-based design makes it possible for us to provide a program of structured, supervised training and support for turnaround leaders through job-embedded training, mentoring and time to shadow and observe successful current principals before they begin the process of turning around their chosen school. The proposed work plan for the Indiana Turnaround Leadership Academy includes:

Phase I: Assessing the specific turnaround needs of the identified low-performing schools in partnership with the IDOE and school districts

Phase II: Identifying, recruiting, and selecting candidates for the ITLA based on the specific needs of the schools as well as the potential skills and competencies needed for turnaround leadership.

Phase III: Implementation of the Indiana Turnaround Leadership Academy

Providing coaching support and training for school turnaround leaders as they acquire the skills and knowledge they will need to transform the chronically lowest-achieving schools; and

Phase IV: Supporting the turnaround leaders and their schools through ongoing evaluation and mentoring during the three-year commitment of the ITLA in order to continuously improve their practice.

Phase I: Needs Assessment

In order to transform schools into highly effective learning communities for students and adults, the ITLA model relies on Global Partnership Schools' Essential Standards for School Excellence, developed from evidence-based best practices from the United States and abroad. These standards provide the framework and rubrics that define successful schools, and in turn, give us key data in order to analyze the state of the school against these standards.

The Global Partnership Schools' Essential Standards of School Excellence include:

- Leadership for Learning
- Curriculum, Teaching and Learning
- Student-Centered Learning
- Parent and Community Engagement
- Professional Learning

These standards serve as a means to benchmark where the school is in relation to these standards so that we can begin to dialogue around the school's needs in a collaborative, realistic but ambitious, bottom-up approach that embraces the realities of the schools working with us – in other words, where they are and where they need to be to transform their school. This also serves to focus the company's and the Turnaround Leader's work on what matters most. Within the context of the Indiana Turnaround Leadership Academy, Global Partnership Schools uses its Essential Standards of School Excellence to support the overall development of the leadership curriculum. Utilizing rubrics based on its standards, Global Partnership Schools will use this initial assessment to drive subsequent reporting and planning with IDOE and ITLA staff.

Global Partnership Schools will work with the IDOE to use any data it has gathered in its evaluation of the state's chronically failing schools with regard to which districts need to be approached first and which schools should be targeted for turnaround intervention. The IDOE information will be invaluable as we look for trends and gaps that clearly delineate the schools' issues and challenges so that we can target common characteristics that exist across all schools. Through this gap analysis, we will identify ancillary skills and knowledge that the ITLA will need to address in addition to the program modules that fall under our Four Pillars of Change. This will also help us target specific and immediate interventions that need to be included in our training.

As part of Phase I, Global Partnership Schools will seek to appoint an Education Change Leader who will function as the ITLA director. The Education Change Leader's role is to assure high-quality, intensive on-site support, and leadership guidance to ensure the success of the ITLA. This highly successful and recognized leader will be an Indiana-based educator who will build purposeful relationships with the IDOE, community-based organizations, businesses, higher education and service agencies that will serve as a model as turnaround leaders build advocacies in their own communities. This individual is responsible for delivery of the ITLA training, standards and practices, as well as building strong relationships across the state, recruiting candidates for the Academy, recruiting the Leadership Coaches and identifying schools that would be the exemplary sites for shadowing and training.

Phase II – Identifying, Recruiting and Selecting

Global Partnership Schools have developed a process that will help us recruit, screen and interview potential candidates for the ITLA based on essential behaviors, motivators and attitudes that must be in place if participants are to be successful in the program. As the Global Partnership Schools ITLA staff work closely with state and district leaders to identify candidates from the educational arena, there will also be a campaign to recruit candidates throughout the United States and from other non-traditional pathways. (A sample of the Selection and Hiring Process is included in Appendix A).

A. Identification and Recruitment of Candidates

Current and aspiring principals from districts across the state and the country will be recruited through selective placement of ads on GPS' website, EdWeek, ASCD's Who's Hiring, AASA's Job Bulletin, LinkedIn, etc. Organizations and nonprofits such as TFA, KIPP, New Leaders for New Schools, Building Excellent Schools, etc., and universities are also good sites for finding candidates who want to take on the unique challenge of turnaround schools. Local business organizations and business colleges also have a wide network that can be tapped. The challenge is not in the recruitment, but in the selection of the best candidates.

B. Selection Process for Turnaround Leaders

We know from experience and research that the selection of the principal is one of the most important elements of successful school turnaround. The first step in the selection process entails all recruits being assessed through a Global Partnership Schools' assessment process involving turnaround leadership competencies to determine areas of strength and weakness. These competencies draw from the work and research conducted by Spencer and Spencer (1993, 2006) the University of Virginia, Mass Insight (2007) and other research done over the last 10 years on effective organizational turnarounds, school and district turnaround leadership, human resource management, and school performance.¹

Drawing from the *School Turnaround Leaders: Competencies for Success*, part of the School Turnaround Collection from Public Impact, we know there are consistent patterns of thinking, feeling, acting and speaking that are necessary for school turnaround leader success. These competencies are arranged into four clusters of related capabilities: Driving for Results, Influencing for Results, Problem Solving and Showing the Confidence to Lead. Public Impact has established selection criteria which we will use as a basis for selecting our candidates for the ITLA.

- *Driving for Results:* The principal must focus on achievement, set high performance goals for the organization and prioritize activities to achieve the highest benefit relative to inputs. (S)he must take personal responsibility and doing more than is required for the purpose of accomplishing difficult tasks or reaching challenging goals. The principal must demand high performance, and immediately remedy any failure to perform. The principal must set clear expectations and to hold others accountable for their performance. The principal must understand that to significantly impact academic results, whole school reform which requires that everyone be committed and involved at all times is a necessity.
- *Influencing for Results:* The principal must be empathetic and be able to build coalitions that create support for the school's vision and mission. (S)he must keep everyone informed, promote morale, recognize performance, appropriately allocate resources and motivate with a compelling vision and enthusiasm. The principal must be able to personally develop others through guidance, positive feedback, expressing positive expectations, and distribute leadership so that others may learn what is needed to positively impact change in the school.
- *Problem Solving:* The principal must use data effectively for decision-making and to understand what is important and how it relates to school goals. (S)he must ensure that school activities and resources support the school's mission and student learning goals.
- *Confidence to Lead:* The principal must exhibit strength and commitment, and consistently demonstrate the capability to accomplish tasks and actions that reflect that belief.

Conversations with IDOE and the school districts will be held to ensure compliance with any relevant state regulations. Priority will be given to principals with exemplary records of success who have worked in schools and districts with a high percentage of failing schools and who also meet the entrance criteria. The selection process steps are as follows:

- Submittal of a comprehensive application
- Paper screening to rule out eliminate unqualified applicants
- Initial phone screening by GPS team

- Series of interview with GPS team members
- Applicant participates in Leadership scenarios and other performance
- Site visit as appropriate
- Background and reference checks
- Invitations to finalist to attend the ITLA

Through this process, it is the intent to find a pool of potential Turnaround Leaders who will be responsible for providing the instructional, operational and administrative leadership necessary to ensure the success of the turnaround. Turnaround Leaders are held accountable for the continuous improvement of the school and its staff and for increased student achievement with a dominant focus (estimated at 75% of time spent) on instructional leadership. A job description that aligns with the necessary traits that Turnaround Leaders need is based on GPS' Four Pillars of Change and can be found in Appendix B. These are essential characteristics for turnaround leadership if there is to be rapid improvement for student results. These competencies form the basis for selecting Turnaround Leaders for participation in the ITLA.

Phase III – Implementation of the ITLA

Since its inception, Global Partnership Schools has taken the best practices we value from our past experiences, as well as consulting the most recent initiatives that focus on whole system reform and turnaround. We draw heavily from successful initiatives in the US, Singapore, Finland, the UK and Canada, as well as from Dr. Manny Rivera (CEO) and Dr. Rudy Crew's (President) efforts in Rochester, NY and Miami-Dade school districts. Through this work, we have developed a multi-dimensional professional development program that combines GPS' Essential Standards of Excellence, along with intensive instructional coaching and mentoring. These practices focus on improving instructional quality and training methodologies where principals and teacher leaders spend significant time learning about sustainable practices and shared responsibility for student success in collaborative learning teams. The research is clear that none of these practices work in isolation, but must be implemented in an environment that honors strong professional cultures in order to build collective capacity.

Global Partnership Schools' leaders have consulted Anthony Bryk's (2010) ten-year study with 100 chronically failing schools in Chicago that suggests that we must address the following factors on a system-wide basis if we are to turnaround consistently failing schools. In his *Consortium of School Research* (2009), Bryk suggests that true systemic reform can only occur if school principals are the key drivers who work with teachers, students, parents and the community in their efforts to build the following - parent and community ties, the professional capacity of staff, a student-centered learning climate and an instructional focus supported by purposeful professional collaboration. His findings demonstrate that schools that have this collective capacity are 10 times more likely to succeed.

Collective capacity, driven largely by principals, is the one area that has not been embraced in the national education agenda that was driven by NCLB. Rather than taking a punitive approach toward schools that puts unrealistic demands and sanctions on schools that don't reach proficiency and AYP, we must focus on developing Turnaround Leaders that know how to improve instruction and build collective capacity so that their teachers, students and schools prevail. The training and coaching we plan for the ITLA will ensure that our Turnaround Leaders have a better understanding of how leadership behaviors can either enhance or exacerbate the school's capacity to transform.

The GPS Turnaround Leadership Academy content draws from a combination of proven turnaround methodologies supported an integrated technology platform. Technology is a lever to shape change and to support this tenet, Global Partnership Schools has partnered with Synaptic Mash in creating an online technology environment designed to drive the implementation and monitoring of the turnaround process. This online platform will be used for analysis, collaboration, assessment and data warehousing, and will enable collaboration among students, teachers and parents through the utilization of a unique social networking technology similar to the tools students use every day to communicate and share ideas.

The platform will offer data dashboards, as well as professional development resources, to assist Turnaround Leaders in improving the specific school outcomes targeted in a Turnaround Management Plan as well as data gathered through formative and summative assessments. Data dashboards will be made available to the district partners and the IDOE in the Progress Updates #1-3 and will also be used to progress monitor the key metrics and deliverables that are driving the school's goal of continuous improvement.

The ITLA Construct

The overall construct of the ITLA is comprised of the following elements:

- Training for the Turnaround Leader will be held at ***exemplary schools*** throughout Indiana so that quality practices and procedures will be viewed in the practicum
- Individual ***site visits*** to successful schools will be coordinated where ITLA participants can dialogue with or shadow successful school leaders
- Individualized and differentiated ***online instructional modules*** will be available to the ITLA participants that are self-paced, using webinars and vodcasts (video on demand) of simulations and actual leadership scenarios and situations designed specifically for school turnaround leaders
- Access to structured and unstructured ***social technology platforms*** to support the ITLA professional learning cohorts across regions
- Access to an ***online resource center*** that is kept current by GPS and includes the latest research on effective turnaround, school management and leadership reform efforts
- ***Participation in cohort classes for a total of at least 16.5 days***, with 10 days to be used for field based practicum
- Engagement in ***real-time administrative simulations*** to strengthen the skills of the ITLA participants with real-life learning scenarios
- Readings and guest seminars from ***national school turnaround and curriculum experts***
- ***Relevant reading and research reviews***
- ***24/7 on-site support and access*** to the Global Partnership Education Change Leader in a 1:5 support ratio
- ***Daily/weekly on-site and at-elbow support*** of the GPS Turnaround Leadership Coaches (TLC) for the first year and beyond in a 1:3 support ratio

The ITLA program will be individualized and differentiated for each candidate based upon the leadership profile built during the selection process and later in *Opposite Strengths* training (see definition below). A majority of the modules are strategic and job-embedded. They are designed around performance-based mastery and are aligned to ISSLC standards, Mass Insight, UVA and the most current effective turnaround competencies as discussed above.

Our design for the ITLA has all of the elements of a reform imperative that can and will work. This is one of the reasons we view the IDOE's *Fast Forward Plan* as an exemplary model for change since it aligns to the GPS tenets of change. It embraces the single most critical concept in current research on dynamic systemic change; that is the building of the collective capacity of all stakeholders where teachers, principals, parents, staff and the entire community collectively focus their energies and efforts on building a high performing 21st century school of achievement². Global Partnership Schools will assist the Turnaround Leader in implementing structures and routines into the turnaround school that promote collaboration and joint problem-solving and draw on everyone's knowledge of students at the school. This allows for a whole greater than the sum of its parts. These structures drive high expectations for all students and deep, sustained change in teaching and learning, in part by making instruction a more collective task rather than an insular one performed behind closed doors.

When thinking about implicit models of change, our model was informed by Fullan's (2010) premise that it takes collective capacity and a commitment of school, district and state leaders to work together if our schools are going to prevail. Collective capacity generates the emotional commitment and the technical expertise that no amount of individual or small units of success can generate. What applies to school environments is true for high performing organizations in general. Kotter and Heskett of the Harvard Business School indicate that organizations with a strong strengths-based culture and shared values outperform organizations with rigid or weak cultures by a significant margin.³

For this reason, Global Partnership Schools' leadership has taken the concept of collective capacity to the operational level. We have developed a core curriculum built around *Cultural Transformations*, *Opposite Strengths*, CORE's effective instructional leadership, and using strategies, and proprietary training modules developed by GPS leaders specific to turnaround methodologies.

The ITLA content is detailed as follows and is further defined in Appendix C:

Opposite Strengths Training and Coaching – *Opposite Strengths* is a proof-positive tool for developing people, teams and organizations. Unlike personality typing systems developed by therapists and theoreticians, *Opposite Strengths* was conceived by one of the country's most successful executive coaches, Dr. Tommy Thomas. The methods and processes of growth and sustained success used in this training come directly from the individual coaching of seasoned and successful leaders across the country. These experts have learned from experience what must be endemic to an organization if it is to grow and succeed.

This process identifies and develops each individual's natural and supporting strengths through on-line work and subsequent training sessions which will be delivered by GPS leaders. Survey results from the on-line work are used as the basis for training, taking the data to inform the cohort of its overall strengths and capacity to critically think and problem solve around the organizational challenges they face in the practicum. This is not the typical "styles" inventory practice that most of us have experienced. Instead it delves deeply into each team member's inherent capabilities so that they can better understand and appreciate how the team can work together more effectively for the good of the organization. This process has been shown to:

- Bring collective capacity to an organization and take it to a higher, more productive level
- Enhance team relationships and communication skills
- Increase the collaboration and efficacy of the organization
- Generate greater efficiency and improve productivity of the team as a whole

The results of this work are palpable and will be used as a continuing guide to train and coach our Turnaround Leaders as a means to sustain their own personal growth and development. In addition to the training, and as an integral part of this process, each team member will receive individual coaching sessions to effectively build collegiality and commitment in their schools.

The Opposite Strengths training process can be aggregated to other administrators, teacher and parent leaders, and community supporters. The ultimate goal is the constellation of the lead and supporting strengths of critical players in the school as they translate the behaviors and attitudes that define themselves and the organization. It also serves as a benchmark measure to determine whether or not the aligned cultural values are being exhibited in the daily interactions in the school.

The Cultural Transformation Process - In order to change and manage the culture of an organization, it must be measured first. Global Partnership Schools' leaders and partner consultants will conduct values alignment training with the intent of establishing commonly accepted values, attitudes and behaviors that will drive the culture of the turnaround school. Building on the Opposite Strength's work, the cultural transformation training is designed to create and continuously measure the heartbeat of the organization. This approach is currently being used in some of the most successful organizations around the world that are experiencing significant results through the concept of collective values as a means for sustainable change (Blue Shield, Corning, Wegman's, Microsoft - World Bank - Washington, DC (Development Banking)).

The concept of collective capacity building translates well to schools, and has begun to take hold in school districts that are experiencing dramatic gains in student achievement, namely Tower Hamlets in the UK, York Region District School Board in Toronto, Ottawa Catholic District School Board in Canada, and the Long Beach Unified School District in California. These are SEAs and LEAs serving a myriad of racially diverse and economically challenged populations with over 300,000 students and 473 schools. These school districts have taken the theory of collective values alignment into a "research as praxis" model and that is translating into improved academic results. This values-based concept also aligns with successful reform and sustainable capacity efforts that are raising the bar and close the achievement gap in our schools. The ITLA's professional development plan will focus on the collaborative processes and institutional practices that must permeate to all levels of the organization – the district, the schools and the community.

Instructional Leadership through CORE - Additionally, Global Partnership Schools turnaround model is deeply enriched by its partnership with CORE which provides a combined expertise that places us in a unique position to turnaround schools. CORE provides a mix of customized services and reaches a wide client base. Each year, CORE regularly provides support to more than 200 schools. The CORE staff represents a range of knowledge of different reading programs, with specializations in elementary or secondary literacy and Response to Instruction. CORE's on-site technical assistance focuses on data study and analysis, implementation of a multi-tiered program to support RtI, refinement of reading program routines and instruction, development of pacing and assessment plans, mentoring of site coaches, and support for the site administrators' ability to effectively monitor reading instruction implementation through focused walkthroughs and data monitoring. The ITLA participants would further benefit from advanced training by CORE experts which would include instructional coaching, classroom modeling, and observations designed to get at teacher quality.

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CORE's founders, Bill Honig and Linda Diamond, have advised departments of education, legislators, and published for numerous journals. CORE's highly skilled staff have between five and 25 years of classroom, administrative, and professional development experience at the schools, LEA, or state educational levels. Consultants are special education teachers, teachers of English-language learners, current and former administrators, reading specialists, and teachers. In addition, because CORE is writing the Indiana Reading Framework, they are uniquely positioned to ensure a seamless alignment for the Turnaround Leaders. Global Partnership Schools will draw on CORE's expertise to help train our Turnaround Leaders in becoming stronger instructionally.

The Global Partnership Schools and CORE partnership harnesses three critical elements as they relate to the effective monitoring of curriculum and instruction in schools:

- Enhancing teacher and administrative knowledge and understanding of research-based instructional practice, particularly for reading and math instruction;
- Supporting fidelity of use of proven curriculum materials and, if necessary, supplementing those materials; and
- Developing leadership and institutional capacity for sustainable improvement and high-quality implementation.

GPS Training Modules for Turnaround Leaders - The proposed ITLA will include Global Partnership signature training modules focused on our Four Pillars of Change and strategic practices using flexible, differentiated and "just in time" professional development. GPS will work with the IDOE to ensure that all state specific requirements are included in and aligned to the Indiana standards Topics will include, but are not limited to:

- Eliminating practices that manufacture low achievement
- Ensuring effective behaviors, attitudes and motivators with staff to ensure student success
- Aligning, monitoring and managing the Curriculum
- Engaging parents, communities, and schools to work as partners
- Understanding and holding high expectations for culturally diverse students
- Targeting low-performing students and subsequent interventions
- Creating a culture of data and assessment literacy
- Building and sustaining instructional capacity
- Reorganizing time, space and transitions to maximize learning
- The underpinnings of change leadership
- Building collective responsibility for results
- Harnessing High-Yield Strategies that Effect Change
- Creating structures that promote effective teaching and learning
- Establishing professional collaboration routines
- Conducting quality instructional rounds
- Developing peer coaches and teacher leaders
- Developing school turnaround plans
- Facilitating action research around effective leadership practices
- Reviewing resource management to (fiscal and human) to ensure appropriate allocation of resources

Superintendent and Executive Team Training (optional)

Global Partnership Schools understands the value of building collective capacity across all levels of a school district while at the same time respecting the numerous tasks and time limitations that district leaders face. However, we strongly believe that in order for turnaround reform to truly take hold, there must be a common language and understanding of the turnaround process so that principals and district leaders can support one another in the challenges they face.

Global Partnership Schools offers a one-day conference to Superintendents and their leadership teams to give them the opportunity to experience the Cultural Transformation process and Opposite Strengths training. Global Partnership School leaders can do this in a highly focused block in face-to-face sessions, followed by teleconferencing and webinars on the latest best practices in organizational behavior and change, managing turnaround processes, and supporting turnaround collaboratively if district personnel so desire, without taking them away from their community. This training will enable the district leadership to understand the challenges that Turnaround Leaders face so that they can more effectively support them in their work (Hassel, et al.2008).

Phase IV – Induction, Ongoing Evaluation and Support of Turnaround Leaders

A. Induction

The process and methodology as to how a new hire is brought into a profession or a job position is considered to be one of the most predictive measures of the success and retention of that individual. For that reason Global Partnership Schools has designed an extensive induction and support system to increase the probability that the Turnaround Leaders who are selected, trained, and transitioned successfully to their new positions will be retained over time, becoming part of a self sustaining system for systemic reform. This will be especially important for those candidates who are not current principals but are from other educational positions or outside of education altogether. The quality of the induction and support systems directly impacts the professional norms, attitudes and standards that guide them over the course of their career.

The program is based on current research confirming that successful practices involve mentoring and expert support, collaboration, participation in professional learning communities and guided reflection. The support components are also integral to the actual training of the new Turnaround Leaders during the Academy classes, the online webinars, and shadowing and discussion forums. In addition, sustained support by the GPS Leadership Coaches throughout the Turnaround Leader's first and second year provides the encouragement and motivation to continue in the online discussion forums, webinars and vodcasts (video on demand) and in addition, for our most successful Turnaround Leaders to become mentors to new recruits as they are brought into the program. The cascading effect of succession leadership gives the program sustainability and capacity.

Experienced educators who have been successful principals and school leaders serve as GPS Turnaround Leadership Coaches for the Academy's new Turnaround Leaders. The TLC's receive specialized training from GPS leaders that will enable them to properly scaffold and guide the Turnaround Leaders. They will also join them in all of the classes in order to provide maximum support as they apply their newly learned skills. The program utilizes high quality professional development activities to foster collaboration and collegiality among the cohort of Turnaround Leaders who are expected to apply these same induction strategies and support processes to the teachers and staff they lead in their schools.

New Turnaround Leaders begin the induction program by participating in a three-day orientation and training session prior to the opening of school. Participants attend sessions organized according to different strands that address the various educational and experiential needs of new Turnaround Leaders. Their GPS Turnaround Leadership Coaches will share their strengths and “areas of opportunity” assessment rubric used during the interview process. Individualized professional growth plans will be developed by the Leadership Coaches and the Turnaround Leaders utilizing GPS’ rubrics. These plans will be modified as the Turnaround Leaders go through the Opposite Strengths training with their cohort. The plan will also describe the requirements they will have to meet for successful completion as well as setting the pace and milestones they will need to meet in order to complete the program.

New Turnaround Leaders without previous educational or educational leadership experience will receive additional guidance and support. To insure that these less experienced leaders will be able to dedicate sufficient time to gain the meaningful knowledge and skills they need, additional training and observations of exemplary teachers in their classrooms and school practices will be scheduled. They will also participate in professional development topics that have been deemed critical for new leadership development in accordance with current research. This may include the recommendation that they enroll in a certified principal training program from a partner university. Their ongoing participation in a professional learning community will also reinforce professional growth and build a collegial professional network that provides them with additional supports and advisors.

Additional supports built into the Turnaround Leadership Academy include access to successful GPS principals and Turnaround Leaders in other states as well as access to the GPS Resource Center via SharePoint with links to best practice research, documents, templates, effective strategies and other resources for leading the turnaround efforts.

Evaluation Metrics

We will then develop the Master Turnaround Plans with key levers, strategies and actions to address deficiencies, focused on 2-3 critical areas to begin our work. We expect that issues of instructional quality, lack of culture and collective capacity are endemic to the school, so getting at the heart of those issues will be embedded in the work we do at each site.

Global Partnership Schools will work with the IDOE to finalize specific measureable performance indicators, especially the leadership effectiveness measures. GPS has a robust internal dashboard system which it will use to gauge its own performance, as well as its own competency indicators that are developed in conjunction with state requirements and deliverables as defined in this RFP. Potential performance measure might include:

Evaluating Turnaround Leaders

- Performance based modules
- Formal and informal observations by the GPS Change Leader and Leadership Coaches
- Principal Professional Growth Plan
- GPS Individual Turnaround Leader Profile
- Achievement of goals on School Turnaround Plan
- Faculty, parent and student 360 degree assessment
- TBD - Use of a proven performance appraisal tool (ie ValEd or PRAISE)
- TBD – Customer Satisfaction Surveys

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Evaluating the Impact of the Indiana Turnaround Leadership Academy

- 360 interviews with stakeholders (surveys of the Superintendent and leadership team, evaluations, reviews and feedback from trainings with the Turnaround Leaders)
- Number of candidate GPS recruits into the program
- Successful completion rate
- Placement and retention rates

Evaluating the Effectiveness of Schools and Teachers

- Student achievement gains
- Teacher retention
- 360 degree input from stakeholders
- Performance against GPS Essential Standards of School Excellence
- CORE fidelity assessments for content and curriculum
- Achievement of goals on School Turnaround Plan
- Customer Satisfaction Surveys
- Mutually agreed-to teacher evaluation metrics

While it is GPS's intention to continue to work with Turnaround Leaders until they are successful, there may be specific instances where they are not ready to meet the challenges once they are accepted into the Academy. A discussion will be held with the district regarding how to proceed with such individuals. The second scenario might entail a candidate who successfully completes the ITLA program but upon placement, falters in their assignment. GPS would offer more individualized coaching and retraining in the areas where they are having difficulties with the intention that they succeed in transforming their school. If all else fails, we would work with the district to reassign and replace the Turnaround Leader in a less challenging environment.

Retention and Incentivizing Turnaround Leaders

In order to build local capacity for driving and supporting turnaround efforts and cultivating a leadership succession line that is dedicated to making the dramatic improvements, it will be necessary to implement a variety of retention incentives. It is also the intention of GPS that once a university partner is identified, GPS will collaborate with the state of Indiana and the university partner on the development of a Turnaround Leadership certification process. In order to retain and attract candidates into the program, incentives could include:

- Performance bonuses that are implemented on a sliding scale based upon longevity and success
- Granting recertification credit for continued renewal of professional licensure
- Granting college credit towards graduate degrees
- Signing bonuses
- Opportunities with stipends to become a Turnaround Leadership Coach
- Partially paid sabbaticals at the end of three years
- Tuition reimbursement to pursue advanced degrees or other unique certification
- Payout of any vacation days that are missed as a result of the challenging work

All of these incentives are based on funding feasibility and compliance with Indiana compensation policies.

Limitations or Problems Associated with the Work

Cost: In instances in which a full cluster of schools (3-5) are not present, Global Partnership Schools may need to collapse some of the Leadership Coaching roles to a larger number of ITLA participants. This may diminish slightly the “dosage” of support to school if the ITLA model is to remain cost effective.

Urgency of the work: Global Partnership Schools makes no mistake about the urgency and need to bring about positive, lasting improvement to the schools it is selected to support. This urgency arises from a number of sources – students’ lives don’t wait, the focus on turnaround support may not last, and in the *Tale of Two Cities*-like differences in the lives of the highest performing schools in the state and some of the lowest performing schools. We will never make the comparison between such schools with “Why can’t you be more like them?” mentalities. But we know they exist, and the challenge of finding resilient leaders to face this challenge head on is daunting. We know many will succeed, but some may fail, even with the greatest intention. This RFP demonstrates our ability and commitment to get the Turnaround Leaders we need and get them back on track to deep sustainable change when they falter. The work of turning around low-performing schools and helping students reach their highest potential is challenging. Our model for turning around low-performing schools offers an integrated and comprehensive approach, which makes it far more likely to yield desired results. As the Consortium on Chicago School Research has noted, “The greatest improvements [in schools] occur when there is organizational strength in all the essential supports...Narrow interventions will have limited success in improving student learning.”

Facility Requirements: As a cost saving measure, and as a means to coordinate training in exemplary school, Global Partnership Schools will use various school sites as the “training facilities.” This of course will need the cooperation and support of District Superintendents and principals at those exemplary sites. Global Partnership Schools’ ITLA model is based on using these schools one or two times as “learning labs” and would require a room where the ITLA participants could meet. We see no specific physical attributes for the classrooms that are unusual, just a large enough space for our training to be held. We would also examine other facilities and would seek partnership with college, universities, business training centers or other district sites to ensure that scheduling the venues for the ITLA training will be addressed in a timely way.

Section 4: PRIOR EXPERIENCE

The prior experience section must describe selected engagements for other clients involving services similar to those requested by this RFP and successfully performed by the respondent.

Global Partnership Schools is an approved school turnaround provider in Colorado and Washington, selected to offer support in all five areas sought by those states – academics, learning environment, operations, leadership and planning. Our company provides extended learning opportunities in six states and the District of Columbia through its Extended Learning program. The company’s CEO, President and key staff have decades of experience in the work of rapidly improving student and organizational performance. Dr. Manny Rivera, CEO, and Dr. Rudy Crew, President, both former National Superintendents of the Year, bring a practitioner’s perspective on rapid school improvement. Global Partnership Schools is a company built and staffed by recognized educators known for leading change and developing leadership capacity in large school districts.

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During Dr. Rivera's tenure as superintendent in Rochester, NY, the district implemented a plan that strengthened academic standards and student performance, forged a collaborative partnership with the teachers' union, and developed a community model for "surround-care" – social, emotional, and public health support services to students. During Dr. Crew's tenure as superintendent in Miami-Dade County, the district created a School Improvement Zone to target intensive support to chronically low-performing schools, the effort was cited in Mass Insight's seminal report *The Turnaround Challenge* and by Harvard Kennedy School's Ash Institute as a Top 50 government innovation. Under Dr. Crew's leadership, Miami was a finalist for the prestigious Broad Prize in Urban Education for three consecutive years.

To deliver its model, Global Partnership Schools works with CORE . Having worked with more than 1,000 schools and 200 school districts nationwide, CORE has a history of success and a strong background supporting the needs of English language learners and vulnerable populations. Working together to change the way principals lead and manage change, Global Partnership Schools and CORE focus on quick, dramatic instructional improvements. Their supports include performance management tied to high expectations; intensive coaching for principals and teachers tied to instruction, assessment and data study; high-leverage strategies including meaningful parent and community engagement; and organizational structures necessary to improve teaching and learning.

Key staff members that have been integral to the development of the ITLA and in implementing successful programs and innovative educational initiatives in a variety of schools and districts across the country are listed below.

Key Global Partnership Schools Staff	
Marlaina Palmeri EdD	Senior Vice President, Education and Program Development; Former Senior Vice President for a national EMO responsible for whole school management, including operational and achievement support for turnaround schools, charters, and SES; former principal of a National Title I Distinguished School of Mastery and NYS Distinguished Educator of the Year for New York State
Antoinette Dunbar	Senior Vice President, District and School Services; Former Deputy Superintendent for Curriculum, Instruction and School Improvement for Miami-Dade Public Schools
Joseph Garcia	Senior Vice President, District and School Services; Former Chief Communications Officer, Miami-Dade Public Schools
Marcie Roberts	Chief Education and Program Officer; Former Executive Director, the Norman Howard School and EnCompass, a highly regarded school for the learning disabled and a related community-based organization
Ralph Valenzisi	Vice President, Technology; Former Director of Technology, Norwalk, CT, responsible for Informational Technology, Transportation, Carl Perkins and Title Two D Grant Funding, K-12 Educational Technology, Curriculum Supervisor for Technology Education, Business Education and Family and Consumer Services
Donna Nicholson EdD	GPS Consultant; Former Superintendent of a charter school system Austin, Texas; former Superintendent and Deputy Supt in Texas, Colorado, and Alabama; former Regional Vice President for a national EMO responsible for whole school

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	management for both district and charter schools; Winner of the Key Communicator Award for making the greatest impact on education in the state of Texas
Sandra Elliott PhD	GPS Consultant, Currently a consultant with the state of Colorado working on the Colorado Leadership Academy and a residential STEM High School. Former turnaround principal in Florida and Colorado, former Vice President for a national dropout prevention and recovery EMO, former Regional Vice President for a national EMO responsible for whole school management for both charters and district schools. Former Program Officer for the Texas High School Project.
Ann C. Puckett-Harpold EdD	GPS Consultant, Former highly recognized Indiana principal. Currently Director of Elementary Education for Franklin Township Community School Corporation. Provides direct support for elementary and intermediate schools. Works with M. A. Rooney Foundation.
Education Change Leader and Leadership Coaches	These are TBH positions that will be hired locally from Indiana. We will be looking for highly successful, recognized educators who have had proven records of performance in Indiana schools and school districts. These positions may also be filled by other noted reform leaders from Indiana.

Many members of the Global Partnership Schools' team have had considerable experience directly managing highly successful high performance schools. Dr. Marlaina Palmeri, Senior Vice President of Education and Program Development, has had 38 years of educational experience, and has received many awards as a teacher and principal. She has led a nationally recognized Title I Distinguished School of Mastery, as well as starting and managing several highly successful charter and district partnership turnaround schools across the country. Antoinette Dunbar, former Deputy Superintendent for Curriculum, Instruction and School Improvement for Miami-Dade County Public Schools, and Joseph Garcia, former Chief Communications Officer for Miami-Dade, serve as SVPs of Global Partnership Schools' District and School Services. Both Ms. Dunbar and Mr. Garcia were integral to the oversight and development of the highly recognized School Improvement Zone in Miami-Dade, a model cited by Mass Insight as an exemplary framework for school reform. Marcie Roberts, Chief Education and Program Officer, headed The Norman Howard School, a school for students with significant learning disabilities which has maintained a graduation rate of 99.8% and a four-year college placement rate of 82% of graduates. Ralph Valenzisi, Vice President of Technology, has been a district director for the Norwalk, CT Public Schools. His responsibilities included educational technology, informational technology, transportation services, free and reduced lunch services, and curriculum supervision for Technology Education, Business Education, and Family and Consumer Sciences.

Include the name, address, and telephone number of the clients referenced in this section and the dates of prior experience.

Reference Letters are included in Appendix E

Section 5: PERSONNEL

The personnel section must include individual resumes for the personnel that are to be assigned to the project if the respondent is awarded the contract. Indicate the role or assignment that each individual is to have in this project. IDOE must be notified and must approve any changes to staff assignments after the contract award and for the duration of the contract period.

Depending on the resource allocation for the Turnaround Academy, Global Partnership Schools' typical turnaround model provides at minimum one on-site Educational Change Leader to serve as the key director of the ITLA for every 5 schools. The Change Leader (one for every 5 schools) provides meaningful collaboration between the state, districts and Global Partnership Schools, as well as training, coaching and mentoring at all levels to create a chain of improved practices from the Change Leader to the Leadership Coaches, Coaches to principal, and principal to faculty. Leadership Coaches are also provided at a ratio of 1:3 to work closely with the principals on site during their time at the Turnaround Academy and in Year 2, monitoring and coaching the quality practices designed to improve the turnaround skills they acquired at the Academy.

We have included the job descriptions (Appendix F) for these individuals as we intend as a first priority to hire local Indiana talent, and then to extend the search nationally if needed. The Education Change Leader and Leadership Coaches will reside in Indiana in close proximity to their schools and will be on-site on weekly/daily basis to support our Turnaround Leaders.

Global Partnership SVP of Education and Leadership development will also be an integral part of the on-the-ground team in our collaboration with the IDOE and schools districts, as well as in the planning, implementation and on-going support for the ITLA.

Resumes of staff members who will be assigned to this project are included in Appendix G

Section 6: CORPORATE CAPABILITY

In the corporate capability section of the proposal, the respondent must clearly document the existence of adequate facilities or procedures for obtaining those facilities and competent personnel to successfully conduct the tasks called for in this RFP within all specified timelines. Corporate competence may be substantiated by providing evidence of credibility. This should describe selected engagements for other clients, involving services similar to those requested by this RFP and successfully performed by the respondent. (References)

Many members of the Global Partnership Schools' team have had considerable experience directly managing highly successful high performance schools. Dr. Marlaina Palmeri, Senior Vice President of Education and Program Development, has had 38 years of educational experience, and has received many awards as a teacher and principal. She has led a nationally recognized Title I Distinguished School of Mastery, as well as starting and managing several highly successful charter and district partnership turnaround schools across the country. Antoinette Dunbar, former Deputy Superintendent for Curriculum, Instruction and School Improvement for Miami-Dade County Public Schools, and Joseph Garcia, former Chief Communications Officer for Miami-Dade, serve as SVPs of Global Partnership Schools' District and School Services. Both Ms. Dunbar and Mr. Garcia were integral to the oversight and development of the highly recognized School Improvement Zone in Miami-Dade, a model cited by Mass Insight as an exemplary framework for school reform. Marcie Roberts, Chief Education and

Program Officer, headed The Norman Howard School, a school for students with significant learning disabilities which has maintained a graduation rate of 99.8% and a four-year college placement rate of 82% of graduates. Ralph Valenzisi, Vice President of Technology, has been a district director for the Norwalk, CT Public Schools. His responsibilities included educational technology, informational technology, transportation services, free and reduced lunch services, and curriculum supervision for Technology Education, Business Education, and Family and Consumer Sciences.

This ITLA team will be ably supported by Global Partnership Schools' HQ team in New York City comprised of experienced professionals to ensure effective implementation of turnaround support. The following departments assist with oversight, resources and backroom support to ensure that all aspects of the Global Partnership Schools model are effectively implemented:

- Finance & Business
- Human Capital
- Network & Technology
- Communications & Marketing
- Development
- Education and Program

Additionally, Global Partnership Schools' partnership with CORE provides a combined expertise that places us in a unique position for turnaround leadership. CORE provides a mix of customized services and reaches a wide client base. Each year, CORE regularly provides support to over 200 schools. The CORE staff represents a range of knowledge of different reading programs, with specializations in elementary or secondary literacy and Response to Intervention. CORE's on-site technical assistance focuses on data study and analysis, implementation of a multi-tiered program to support RtI, refinement of reading program routines and instruction, development of pacing and assessment plans, mentoring of site coaches, and support for the site administrators' ability to effectively monitor reading instruction implementation through focused walk-throughs and data monitoring. Site work at all levels includes coaching, classroom modeling, and observations.

CORE has been providing technical assistance for 14 years and math assistance for three years. CORE's founders, Bill Honig and Linda Diamond, have advised departments of education and legislators and have published in numerous journals. CORE's highly skilled staff have between 5 and 25 years of classroom, administrative and professional development experience at the school, LEA or state educational levels. They also provide consultants who are special education teachers, teachers of English-language learners, current and former administrators, reading specialists, and classroom teachers.

Section 7: REFERENCES

The respondent must supply three (3) references for this section. Each reference must be current and must identify the name of each organization, point of contact and telephone number. The references must include at least one (1) reference from a state department of education. The state shall have the right to contact any other references of its choosing as part of the evaluation and selection process.

Geoff Canada

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Harlem Children's Zone
35 East 125th St.
New York, NY 10035
P: 212-360-3255
Geoff Canada [gcanada@hcz.org]

Steve Jones
Norfolk Public Schools
800 East City Hall Avenue
Norfolk, Virginia 23610
P: 757-628-3830
vlorson@nps.k12.va.us

Modesto A. Maidique
President Emeritus
Center for Leadership
College of Business Administration
11200 SW 8th Street
Miami, Florida 33199
305-348-5323

Arthur L. Walton, Jr. Ph.D
awalton@sjfc.edu
518-542-7474

- Founding Dean, School of Education – St. John's Fisher College
- Senior Deputy Commissioner for Elementary, Middle, Secondary Education, New York State Education Department
- Former Superintendent

Section 8: OTHER RELEVANT INFORMATION

The other relevant information section must describe in detail how the specific services provided by the respondent are unique from comparable offerings. In addition, any other information that may be relevant but does not fall into the above format which the respondent intends the evaluation committee to consider must be included in this section.

- The ITLA proposed by Global Partnership Schools is unique from other programs in its use of an individualized and differentiated learning plan, group and individual instruction, self pacing, performance based assessment, and technology delivery systems.
- Our coaching that extends beyond the first year, our unique cultural transformation and team building program based around Opposite Strengths and Culture Transformation also differentiates us from other programs.
- The training modules and shadowing within an authentic high performing school environment add to that differentiation.

- We also believe that the daily on-site and face to face contact with the Change Leader and the Leadership Coaches year-round far exceeds any other current turnaround leadership training program in the country.
- We believe that a multi-dimensional training approach offers the most learner engagement, permits the field based practice and time that is necessary to acquire the knowledge and skills that are predictive of sustainability and increased student achievement.
- Globally benchmarked Standards of School Excellence

Citation

¹ Competence at Work: Models for Superior Performance, Spencer and Spencer (1993). School Turnaround Leaders: Competencies for Success; Public Impact for the Chicago Public Education Fund (2008). Turnaround Leadership, Fullan (2006).

²The Challenge of Change, Fullan (2009).

³Corporate Culture and Performance, Kotter and Heskett (1992).

⁴ School Restructuring under No Child Left Behind: What Works When? A Guide for Education Leaders, Hassel, Hassel, Arkin, Korval and Steiner (2006)

APPENDIX A: SELECTION AND HIRING PROCESS FOR SCHOOL LEADERSHIP

FRAME the Development of Pre-Selection Criteria, Systems and Processes

- Meet with key stakeholders to determine process and establish milestones and key deliverables.
- Establish membership of interview committee (Board, District Office, Business and Community Leaders, Parents, Administrators, Teachers, Students).
- Convene interview committee to define partnership expectations and the expected practices that bring value and leadership in the pursuit of high performance outcomes.
- Conduct focus groups to identify critical competencies, attitude/value drivers, leadership practices, and key result expectations that will define the search and selection of candidates. Candidates are expected to demonstrate proven experience with:
 - Establishment of high performance standards, systems and processes that promote academic/cultural success and improved student outcomes
 - Development of a common organizational ethos and sense of purpose
 - Nurturing strong cohesion between all key stakeholders (community, parents, faculty, students)
 - Building of strategic alliances and partnerships
 - Fostering community impact and influence
 - Continuing renewal, learning, development and fulfillment
 - Modeling the professional will and sense of urgency to succeed
 - Providing exemplary leadership to nurture a strong, committed culture
 - Promoting values that define and strengthen the core expectations and mores of the organization
- Design leadership profile aligned to outcomes and expectations of stakeholders.
- Develop advertising campaign using print and electronic outreach, web-based application tools
- Distribute Global Partnership Schools' vacancy brochure
- Utilize national and international networks to recruit quality candidates

CONDUCT Recruitment and Screening of Applicants

- Conduct search to recruit candidates that align with the organizational vision, mission, attributes, motivators and behaviors
- Correspond and communicate with candidates
- Screen candidates for initial interviews using the Global Partnership Schools selection criteria
- Present seminar to the interview committee on protocols and procedures
- Design comprehensive interview script that match the framework of the leadership profile based on the interview questions outlined
- Conduct initial interview through Global Partnership Human Capital Department
- Conduct comprehensive reference checks/background checks
- Deliver slate of candidates
- Arrange for initial interviews with slated candidates.
- Identify finalists and arrange follow-up interviews.

FINALIZE Selection and Appointment

- Facilitate deliberations regarding candidates' interview, evidence of experience and reference results
- Identify finalist(s)
- Conduct formal reference/background checks
- Conduct site visits
- Assist with contract preparation and offer
- Coordinate and announce formal appointment
- Send letters of regrets to other candidates
- Develop training/coaching model for further leadership development
- Provide on-going support for school leader to ensure success

Appendix B: Global Partnership Schools Job Description for Turnaround Leaders

Promote High Expectations

- Articulate an ennobling vision for students and the entire school community
- Ensure core values are shared, supported and embraced by the school and community
- Set goals that clearly articulate what the vision looks like in the short-and long-term
- Empower others to accomplish goals based on the expected outcomes for students
- Ensure that the actions /behaviors of stakeholders support and lead to attainment of goals
- Promote frequent communication among stakeholders, focused on what is best for students
- Support others by providing clarity, direction, organization, and purpose
- Demonstrate a deep knowledge of proven instructional and programmatic methodologies
- Recognize and promote excellent teaching and remediate mediocre teaching
- Be accountable and accept responsibility for student outcomes
- Consistently monitor, evaluate and give feedback to improve teacher quality
- Model the expectations and values of the organization
- Identify and eliminate limiting or contrasting beliefs that countermand the vision of the school
- Exemplify resolute leadership which stays on academic message and holds everyone intelligently accountable for results.

Build Collective Capacity on the Ground

- Strongly advocate and contribute to the growth and development of others
- Recruit, hire and retain the best, the brightest, and most promising teachers
- Build and nurture leadership capacity among all staff
- Regularly follow up and hold others accountable for their performance
- Cooperate and collaborate with other team members to meet objectives
- Foster teacher efficacy, professionalism, collegiality and collaboration
- Nurture an environment of respect, recognition and regard for contribution
- Treat others fairly, regardless of personal biases or beliefs
- Initiate and sustain momentum through positive motivation
- Confront and overcome inevitable obstacles in order to achieve to goal attainment
- Understand how to manage power relationships and influence the larger political, social, economic, legal and cultural contexts that drive the behavior of each constituency
- Act as change agent and turn-around specialist

Harness High Leverage Strategies

- Implement quality systems for managing time, making decisions, maximizing resources, solving problems, setting agendas and establishing priorities
- Prioritize and complete tasks in a timely manner in order to deliver desired outcomes
- Collect and analyze relevant data to gain knowledge and to inform sound decisions
- Develop a personal operating system that is defined by integrity, honesty, fairness and ethical behavior
- Establish metrics and information systems that measure progress toward goals
- Regularly and meticulously track progress toward goals
- Build organizational incentive systems around accomplishing goals
- Consistently revisit plans and modify them when data show the school is off-course

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- Pursue rigorous goals regardless of obstacles or circumstances
- Be a learner at-elbow with teachers
- Be proactive to prevent a management by crisis environment
- Implement a thorough and effective improvement process and apply appropriate resources to produce desired results
- Identify and implement targeted core academic priorities which have leverage power and ensure that they are taught/learned well
- Ensure that the school's core priorities have higher order, reasoning and problem solving skills embedded in them.

Create Structures that Promote Effective Teaching and Learning

- Promote a culture of achievement that provides a safe climate that also upholds high academic and behavioral expectations
- Possess a deep understanding of the curriculum
- Maintain a continual visible presence in the school
- Utilize assessment data both formatively and summatively to improve instruction
- Set the instructional agenda, rather than have the agenda set for you

Other Recommended Competencies

- Master's Degree in Curriculum and Instruction or Master's Degree in a specialty area such as Elementary Education or Secondary Education or Master's Degree in Educational Administration & Supervision
- Minimum of 5 years of exemplary teaching experience
- Minimum of 5 years exemplary experience in instructional leadership including at least two years as principal or assistant principal
- Administrative Certification
- Ability to recognize quality instruction based on current teaching methods
- Knowledge of teacher evaluation and observation methods
- Knowledge of various effective instruction and teaching methodologies
- Excellent organizational, planning and implementation skills
- Strong ability in building relationships with school and community
- Proficiency in Microsoft Excel, PowerPoint, Word and Outlook

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APPENDIX C: ITLA CONTENT

Indiana Turnaround Leadership Academy Program Components	Year 1 2010-2011 Cohort 1	Program Highlights
District Leadership Training	One day introductory session Four 1 hour Teleconferences	Continuous contact and support available from the GPS Educational Change Leader
ITLA Participants: 16.5 Days of structured time with additional days for Turnaround Leaders to learn at their own pace with the online modules Turnaround Leadership Coaches: 16.5 Days	July 2010 – Academy Day-3Day August - Teleconference /Individualized on-line learning September – Academy Day-2 Days (Thursday evening- Saturday) October – Academy Day-1.5 Days (Thursday evening- Friday) November- Teleconference/Individualized on-line learning December- Teleconference/Individualized on-line learning January 2011–Academy Day- 2 Days (Thursday evening- Saturday) February – Academy Day-1 Day (Friday) March – Academy Day-1 Day (Friday) April – Teleconference/Individualized on-line learning May - Teleconference/Individualized on-line learning June 2011 – Academy Day-1 Day	10 Days for Academy Learning 5 Days Teleconferencing Individualized on-line learning modules with follow up support Academy Days in August through May will include site visits to successful schools and work scheduled strategically around state testing dates. GPS Turnaround Leadership Coaches will embed real time support based upon experiential learning before, during and after all training experiences

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	Year 2 (assuming renewal) 2011-2012
Cohort 1	Continued support from GPS Turnaround Leadership Coaches and Education Change Leader Continued Participation in Online Discussions, Optional Attendance with Cohort 2 on Site Visits and Access to the Best Practice Resource Center
Cohort 2	Cohort 2 will follow the same schedule as Cohort 1 with any modifications that are adopted due to input from evaluations

APPNEDIX D: IMPLEMENTATION AND OPERATION OF THE ITLA

Timetable for Implementation and Operation of the Turnaround Academy		
MAJOR TASKS		DATE
HIRE ITLA STAFF AND CONDUCT OUTREACH		
Hire Lead Educational Change Leader to act as Director of ITLA and conduct induction and training		May 2010
Outreach to Districts, stakeholders and IDOE staff to introduce Indiana Turnaround Leadership Academy		May 2010 and ongoing
Collaborate with Districts and IDOE to begin identification of potential turnaround leaders and ITLA staff		May 2010 and ongoing
Collaborate with Districts and IDOE to review evaluations of lowest achieving schools		May and June 2010
GPS staff to align information from District and IDOE with ITLA training program		June 2010
Begin identification of exemplary schools for holding Academy classes and shadowing opportunities		May and June 2010
Recruit, Hire and train Education Change Leader and Leadership Coaches		May to July 2010
Finalize training schedule, sites, travel arrangement, etc.		May and June 2010
Finalize materials and content of training modules and IT equipment		May and June 2010
Finalize performance metrics and schedule progress updates		Aug 1 and Dec1, 2010; March 2, June 1, 2011
Develop and implement ongoing outreach to IDOE, Districts and stakeholders		June 2010 and ongoing
RECRUIT AND SELECT TURNAROUND LEADERS		
Begin Turnaround Leaders' recruitment in other states and in non educational settings		April 2010 and ongoing
Conduct process to select turnaround leaders		June- July 2010-
Work with IDOE and Districts for announcements about their selection to ITLA		July 2010
INDUCTION , TRAINING, and SUPPORT		
Conduct orientation for Supt and District Exec Team		August 23, 2010 or earlier
Do welcome and orientation letters to those selected, begin communications with turnaround leaders		July 2010

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Hold induction for turnaround leaders and build individual learning plans		August 24, 2010 or earlier
Begin training program and follow rollout schedule for the 2010-11 school year to include all components.(shadowing, classes, online modules and discussion forums		September 2010-June 2011
PLACEMENT AND RETENTION		
Place Turnaround leaders in their designated schools and provide YR 2 support with coaches and online resources		June 2011 and ongoing

Appendix E: Reference Letters (attached to email)

Appendix F: Job Description of Education Change Leader

Locations: Indiana

Division: District Services

Reports to: Sr. VP, District & School Services

Direct Reports: Leadership Coaches

Status: Full-Time/Permanent

Compensation: Competitive and commensurate with experience

Job Summary:

The role of the Education Change Leader is to improve academic achievement and outcomes for students while working to close the achievement gap in a group of schools supported by Global Partnership Schools.

Main Responsibilities:

Client Relationship Management

- Serve as liaison and chief communicator between principals, superintendents and the Global Partnership Schools' team; work with principals within a cluster of schools to build on existing strengths and minimize areas of weakness by resolving school-based concerns and problems; assist principals and teachers within their assigned clusters to achieve maximum student achievement gains and improved educational outcomes.
- Work directly with principals and Leadership Coaches within their assigned cluster to analyze the results of the Global Partnership Schools' School Review using the qualitative and quantitative data garnered to provide leadership in the alignment of instructional resources, systems priorities, and the resultant strategic plan.

Achievement Management

- Maintain an aligned K-12 instructional program that addresses state, local, federal, and Global Partnership Schools' requirements to ensure academic improvement.
- Ensure alignment of instructional resources with schools' priorities and strategic plan.
- Serve as a critical team member at the school site to implement Global Partnership Schools' Essential Standards of School Excellence in the context of accelerating effective school reform.
- Monitor school progress through feedback from students, parents, teachers, principals, directors, superintendents, boards of education, business leaders, and consultants. Receive suggestions, advice and general feedback on the operations of schools; ensure an open line of communication across the school system hierarchy, bringing insight from all levels to incorporate the necessary priorities into policy and decision making.

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- Conduct on-site observations of assigned schools within their cluster; provide feedback, support and suggestions to principals.
- Assist principals with decision making, problem solving and staff management; plan and develop programs to be implemented across assigned schools; assist in the implementation of district initiatives; monitor the results of programs implemented; help assigned principals to maintain GPS policies, standards, and vision for assigned schools.
- Attend meetings and participate in Global Partnership Schools' related activities at the request of the Global Partnership Schools District and School Services Leaders and district staff; provide input into long range improvement plans; monitor the development and implementation of school improvement plans; stay abreast of directions coming from the Global Partnership Schools staff and partner districts and initiates the implementation of those directions in the schools.
- Assist principals in the formation of appropriate professional development programs and the coordination of those programs in and among other Global Partnership Schools school clusters.
- Implement the directives of Global Partnership Schools' senior leadership to improve the services we offer and the performance of schools in the cluster.
- Provide guidance to principals in matters of teacher improvement, support and interventions for struggling teachers.

Key Relationships:

Internal: Work in partnership with Senior Vice President of District & School Services for support when needed. Utilize the Global Partnership Schools Education Department for support when needed. Work with Global Partnership Schools Finance and Human Capital Teams to manage the operational and fiscal aspects of the relationship.

External: Manages relationships with Global Partnership Schools' clients and constituency groups for their cluster (district superintendents, district boards, charter boards, principals).

Background and Qualifications:

- Mastery level knowledge of standards-based instruction and assessment; knowledge and experience with what makes good school organizations, familiarity with state and federal standards
- Demonstrated success in an executive leadership position at the district or state level
- Experience identifying good instruction, diagnosing problems and making effective recommendations in a school setting
- Familiarity with assessment methods and data analysis
- Administrative Certification
- Minimum 10 years effective experience in K-12 education
- Minimum 5 years effective experience as a building administrator

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- Master's or Doctoral Degree in Curriculum and Instruction or in a specialty area such as Elementary Education, Secondary Education, Special Education or Educational Administration & Supervision
- Proficient in Microsoft Office (Outlook, Word, Excel, and PowerPoint)
- Candidate must live in the region in which he/she will work or relocate to that region

Our Values and Beliefs

We value:

- **Excellence and Accountability:** We strive to be the best in all we do, accept responsibility for our results and encourage the educators and students we touch to do so as well.
- **Caring and Trust:** We act with sincerity, integrity and nurturing behavior.
- **Innovation and Continuous Improvement:** We incorporate new approaches and foster the joy of learning.
- **Passion and Commitment:** We dedicate our lives to helping children realize their potential through education.
- **Global Perspective:** We build a learning community that puts the world within reach of all children.

We believe:

- **Parents** and caring adults matter in the lives of students.
- **Leaders** inside the classroom and beyond must have the courage and means to help students reach their potential and achieve success.
- **Schools** that allow students to take an active role directing their learning best develop each child's strengths and passions.
- All **children** can be critical and creative thinkers and schools must help them reach that potential.
- High **expectations**, proven **pedagogy** and best **practice** are required for student achievement.
- Public-private **partnerships** and rich cultural **diversity** are essential for success in the global economy and society

Job Description of ITLA LEADERSHIP COACH

Locations: Indiana

Division/Department: District Services

Reports to: Education Change Leader

Status: Full-Time/Permanent

Compensation: Competitive salary commensurate with experience

Job Summary:

The role of the Leadership Coach is to build the professional capacity of school principals, enabling them to lead schools more effectively and improve student outcomes. The Leadership Coach will work with the principal and school leadership team to build a strong professional culture through collaborative and supportive strategies, while continually assessing the organizational, academic and professional needs of the school and addressing these needs through appropriate leadership and instructional strategies.

Main Responsibilities:

Instruction Observation

- Support the principal by introducing the Global Partnership Schools' Essential Standards of School Excellence to the school. Develop a supportive network of school site staff and teachers who can expand the circle of instructional knowledge and effective teaching implementation/practices.

Focused Walkthroughs

- Assist the principal and school leadership in ensuring effective instruction techniques are being used in the classroom. Develop knowledgeable observation and evaluation practices to monitor instructors' progress.

Support District/School Vision

- Reflect with the principal on the school's vision and work to ensure that this vision is embedded in the school culture. Observe how this vision is shared and embraced by the wider community.

Reflection on Leadership

- Guide school leadership to use Global Partnership Schools' assessment rubrics and standards, the work of other experts in leadership and/or their own experience as leaders to reflect regularly on the impact of his/her leadership and effectiveness as a principal. The effects of the principal's leadership on school progress should also be tracked, as well as his/her efforts to build capacity and sustainability working with existing school staff.

Curriculum Review

- Serve as a sounding board and process check for curriculum development, assisting the principal and faculty to ensure curriculum alignment with prevailing standards.

Shared Instructional Leadership

- Work with the principal to evaluate and develop the instructional leadership capacity of other members of the staff.

Planning Professional Development

- Support the principal and his or her team in designing a professional development plan that meets the standards of Global Partnership Schools, the district and the state and reflects the needs and priorities of the staff.

Using Data and Assessment

- Support the principal, staff, Global Partnership Schools' leaders, and others in using processes and protocols to view and analyze student assessment data. Based on this assessment, help to revise curriculum and design professional development to improve instructional practices.

Meeting Expectations

- Provide both technical and intellectual assistance in the construction of school documents that set and measure goals for growth.

Documentation

- Assist in documenting the school's issues, accomplishments and growth in instructional leadership.

Creating Long Term Learning Communities

- Assist principals in setting up and benefiting from peer networks that will create a support system for problem solving, an exchange of best practices and opportunities for long-term professional growth.

Coaching Development

- Support the school's leadership as they strategize and problem solve in order to build, sustain, and maintain a strong learning community.

Key Relationships:

Internal: Work in partnership with the Educational Change Leader for support when needed. Consult with the GPS leadership for support when needed.

External: Provide support to Instructional Coaches when needed. May communicate with parents to maintain positive relationships and address any student issues. Builds rapport and fosters relationships with community members by attending school or group meetings or participating in community events.

Background and Qualifications:

- Master's Degree in Elementary Education or Secondary Education Certification
- Minimum of 5 years highly effective teaching experience in Primary and/or Secondary School
- Minimum of 5 years highly effective experience in instructional leadership
- Ability to recognize quality instruction based on current teaching methods
- Knowledge of research-based teacher evaluation and observation methods
- Knowledge of state and district standards and assessment
- Knowledge of various quality instruction and teaching methodologies
- Ability to conduct staff development and training
- Excellent organizational, planning and implementation skills
- Effective oral and written communication and interpersonal skills
- Proficiency in Microsoft Office (Excel, PowerPoint, Word and Outlook)
- Candidate must live in the region in which he/she will work or relocate to that region

Our Values and Beliefs

We value:

- **Excellence and Accountability:** We strive to be the best in all we do, accept responsibility for our results and encourage the educators and students we touch to do so as well.
- **Caring and Trust:** We act with sincerity, integrity and nurturing behavior.
- **Innovation and Continuous Improvement:** We incorporate new approaches and foster the joy of learning.
- **Passion and Commitment:** We dedicate our lives to helping children realize their potential through education.
- **Global Perspective:** We build a learning community that puts the world within reach of all children.

We believe:

- **Parents** and caring adults matter in the lives of students.
- **Leaders** inside the classroom and beyond must have the courage and means to help students reach their potential and achieve success.
- **Schools** that allow students to take an active role directing their learning best develop each child's strengths and passions.
- All **children** can be critical and creative thinkers and schools must help them reach that potential.
- High **expectations**, proven **pedagogy** and best **practice** are required for student achievement.
- Public-private **partnerships** and rich cultural **diversity** are essential for success in the global economy and society

APPENDIX G: PROJECT STAFF MEMBERS – RESUMES

Dr. Manuel J. Rivera, Chief Executive Officer

Manny Rivera is a nationally acclaimed educator and innovator who is passionate about having a sustained impact on children's education that is not limited to the hours of the school day. Manny believes that schools must be part of a community network that supports children and families around the clock.

Before joining Global Partnership Schools, Manny served as the deputy secretary for education for New York State where he was the senior education policy advisor. In that capacity, he was widely recognized for working tirelessly to demand greater education accountability and provide meaningful reform. Manny oversaw the largest contribution of state aid to education that had occurred in the history of New York. He is also credited for his leadership and singular devotion to the development of education accountability legislation, which included a groundbreaking requirement that school districts with low performing schools must take specific steps and detail their investments in proven practices and programs to address deficits. Manny is also widely praised for providing oversight to the commission on higher education in New York, which developed recommendations to build a system of higher education that would be among the best in the country. His tenure had a lasting impact in shaping policy to reform education and in championing a child-focused agenda throughout the State.

Manny's personal experiences as the youngest of four children in a family that emigrated from Puerto Rico shaped his commitment to a career in public service, which began in 1975 when he became a teacher with the Rochester City Schools. Later, Manny served as both a school and district administrator in Rochester. His devotion to children and educational opportunity and excellence was quickly recognized. He was named Administrator of the Year in 1988 and was named Rochester city superintendent of schools in 1991, a position he held until entering the private sector in 1994. During his tenure, Manny initiated and oversaw a number of highly innovative programs focused on raising achievement standards to a degree that his schools could compete with the best in the nation. He effectively grew partnerships with his district and community, as well as business and government leaders to improve instruction and achievement and build a local social infrastructure to support the learning process. He was honored for his leadership in bilingual education by the New York State Association of Bilingual Education in 1992.

In 1994, Manny joined Edison Schools, Inc., the country's leading private manager of public schools. He served on Edison's management team, supervising all Edison-partnership principals, overseeing school finances and budgets, and designing and implementing the company's professional and leadership development team. In 1998, Manny was named executive vice president for development.

In 2002, Manny was called on, again, to lead Rochester City Schools and he accepted the position of interim superintendent for school year 2002-03. After a national search, the Rochester Board

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of Education named him permanent superintendent of schools, a position he held until 2007. Under his leadership, schools made significant improvements in student achievement and the number of students passing statewide exams. In 2005, Manny was named “New York State Superintendent of the Year” by the New York State Council of School Superintendents. In 2006, Rivera was named National Superintendent of the Year by the American Association of School Administrators.

Rivera received both his doctorate in education in Administration, Planning & Social Policy and his master’s degree in education from Harvard University. He received a Bachelor of Arts degree in Urban Studies from Brandeis University.

Dr. Rudolph F. Crew, President

Rudy Crew is a lifelong educator whose career has spanned from the classroom to the chancellorship of the nation's largest school district, New York City Public Schools. His guiding principle in his work as an educator has always been to provide the means by which all students can achieve high standards. As an education leader, Rudy has demonstrated the courage it takes to make the difficult choices to implement the changes needed for realizing the vision of educational excellence for all students. Though he has climbed the administrative ranks since beginning his career as a teacher in Worcester, Massachusetts, Rudy has always remained a teacher at heart and in practice, often stepping back into the classroom to teach at the elementary through university level. He currently is professor of clinical education at the University of Southern California's Rossier School of Education.

Most recently, Rudy served as superintendent of the nation's fourth-largest school district, Miami-Dade County Public Schools. He worked closely with a gamut of stakeholders to craft a strategic plan that set a clear and compelling vision and direction for Miami-Dade. Under Rudy's leadership, Miami-Dade progressed dramatically on several fronts including rising student achievement levels, higher academic and conduct standards, and a dramatic reduction in overcrowding. Through such innovations as The Parent Academy, the School Improvement Zone, a Secondary School Reform initiative, and the Education Council of International Cities, Miami-Dade was transformed and viewed as a model for other districts across the nation. In addition, Miami-Dade was recognized as a finalist three years in a row for the prestigious Broad Prize for Urban Education.

Prior to his appointment in Miami-Dade, Rudy served as director of district reform initiatives at the Stupski Foundation, a private philanthropic foundation created to support the improvement of public education. In that role, he led a team that supported selected school districts in comprehensive systems improvement.

Before joining the Stupski Foundation, Rudy served as executive director of the Institute for K-12 Leadership, a partnership of the University of Washington in Seattle and WestEd, based in San Francisco. The Institute served educators and their colleagues as a community of support in which ideas and initiatives were exchanged, evaluated, and aggregated to close the achievement gap that separates this nation's minority and underserved students from their higher achieving counterparts.

As chancellor of New York City Public Schools, Rudy led a number of reforms, including adoption of curriculum standards for all schools, elimination of tenure for principals, and introduction of school-based budgeting. He was instrumental in closing failing schools and replacing failing educators. Rudy established the Math and Science Institute, an after-school and Saturday program to help poor Black and Latino students boost their academic performance. He created a Superintendents' and Principals' Institute to cultivate and nurture school leadership.

Rudy is a nationally-acclaimed educator and author. His publication, *Only Connect: The Way to Save Our Schools*, is guiding a public discussion. He has received many honors, including the 2008 National Superintendent of the Year; the Florida Association of Partners in Education Superintendent's

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Award (2007); the Spirit of Excellence Award from the Minority Development & Empowerment, Inc. (2007); the Vann Miller Award for Outstanding Educational Administrator presented by the Illinois Association of School Administrators (2003); the Living the Dream Award presented by New York Governor George Pataki (1997); and the Arthur Ashe Leadership Award (1996). Rudy serves on several boards and task forces including the Carnegie Foundation's Commission on Mathematics and Science Education, Al Shanker Institute, USC Rossier School of Education Board of Councilors, the National Superintendents Roundtable, Public Education Network, the National Research Council's Committee on Scientific Principles of Education Research, and the Education Task Force. He is an associate in education at the Harvard Graduate School of Education, where he has been part of the Urban Superintendent Program since 1992.

Rudy's commitment to community has always been strong and his focus on the arts is longstanding. In New York, he served on the Boards of the Lincoln Center for the Performing Arts and the New York Philharmonic. In Miami-Dade, he collaborated with community leaders to expand students' exposure to cultural institutions and events.

Rudy received a doctor of education degree in educational administration and a master of education degree in urban education from the University of Massachusetts at Amherst. He received his Bachelor of Arts degree in management from Babson College in Wellesley, Massachusetts.

Marlaina Palmeri, Senior Vice President, Education and Program Development

Dr. Palmeri's 37 year career in education began in the Rochester City School District in Rochester, NY. She taught for 14 years teaching grades 3 through 6, and then served as an administrator for another 13 years before joining Edison Schools in 1999. During her administrative tenure in Rochester, she served a Vice Principal, Principal and Director of Magnet Schools. Dr. Palmeri became known for her innovative methodologies to improve schools and as an advocate for reform in urban education. It was her work on closing the achievement gap between Caucasian and other disenfranchised minorities that resulted in many awards and honors that distinguished her and her school from many other high poverty urban schools.

Dr. Palmeri attended SUNY Plattsburgh from 1967 to 1971 where she received her Bachelors' degree in Early Childhood through Middle School education. During the summers from 1973 to 1976, she participated in Peabody's Comparative Education program at SUNY Brockport, which involved studying other school systems abroad. This work brought her to the University of Matlock in England, University of Copenhagen in Denmark, University of Stockholm in Sweden, and the University of Moscow in Russia. At the conclusion of her studies abroad, she received her Masters and Certificate of Advanced Study in Comparative Education and Educational Administration. Her doctoral degree was conferred in May of 1998 from the University of Rochester. Her dissertation, entitled "With Our Backs Against the Wall: A Study of Professional Community and its Impact on Poverty and School Achievement" focused on the powerful effects that professional community (school culture) has as a positive intervening variable on the negative effects of poverty and school achievement.

While Dr. Palmeri has been honored with many awards, most recently as the Cambridge 2007 School Reform Executive and the 2008 Executive Educator of the Year by Who's Who in America, her most coveted recognition came in 1996 when she was named New York State's Distinguished Educator of the Year by the NY State Education Department. This award is bestowed on school leaders who have shown significant and demonstrated success in closing the achievement gap between children of color and their Caucasian counterparts. Under her leadership, School #46 received the National Title I Distinguished School of Mastery Award, given to the top 100 high poverty/high achievement schools in the nation that demonstrate over 95% of their students reaching proficiency and above over a 3 year period. School #46 later went on to become one of the first demonstration sites for the Effective Schools Consortium, an organization designed to help other urban schools reach higher levels of achievement.

Dr. Palmeri most recently served as Senior Vice President and Regional Educational Officer for Edison Learning Inc from 1999-2009. During her time at Edison, Dr. Palmeri gained a reputation as one of the country's leading authorities on the development and management of successful charter schools. She began her work with Edison as a part-time consultant in 1994, working with Edison's senior managers to operationalize the Edison model and design for its first implementation in four schools. During the summers of 1995 to 1998, Dr. Palmeri worked closely with Edison staff and principals in the startup of Edison's first 25 schools. After joining Edison full time in April 1999, she added another 27 schools to Edison's portfolio.

In 2003, she was promoted to corporate senior management. As Senior Vice President for the Eastern Region, Dr. Palmeri was responsible for the oversight and management of 52 schools with a budget of over \$50M. Her role was very similar to that of a school superintendent as she was responsible for the hiring and supervision of administrators and staff, fiscal management, school policies/operations, client

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relationship and improving school achievement at each of the sites. Dr. Palmeri's range of responsibility broadened in the past few years to include other Edison business strands beyond the whole school management for charter and district partnership schools, including the oversight of Edison's SES contracts, on-line learning, and achievement support models for turn-around schools in her region.

Antoinette Peters Dunbar, Senior Vice President, District and School Services

FOREWORD

In 2004, the Miami-Dade Schools showed significant deficit in student achievement in Reading, Math and Science as demonstrated in the Florida Comprehensive Achievement Test (FCAT). Beginning the year 2005 in my first year of tenure with Superintendent Dr. Rudolph F. Crew, we put into place a strategic academic plan to strengthen Curriculum and Instructional delivery. Of note, is the fact that during the years of this work and of my tenure at Miami-Dade County, this district made significant educational progress and growth. In fact, during the three years of our work at Miami Dade, as I have led the Curricular and Instructional efforts, this district has been one of the five national finalists for the Broad Prize in Education, which represent the most outstanding educational achievement in the country.

PROFESSIONAL PREPARATION

2008 – Business Leadership Academy, BROAD INSTITUTE

2006 - Administrative Leadership Academy, Harvard University

1993 - Advanced Leadership Studies Coursework and Certification
California State University, Los Angeles California

1974 - M.A. in Social Science, Azusa Pacific University, Azusa, CA
Project Paper: "Analysis of State Foundation Aid to Local Schools"

1968 - BA University of Redlands, Redlands, California
Major: Speech Pathology, Minor: English Literature in Elementary Education

Other Professional Preparation (Partial List)

Curriculum and Instruction Academy, Association for California School Administrators
School Business Managers Academy, Association for California School Administrators
Participated and certified in numerous professional development workshops:

- Community Partners Leadership Training
- Collaboration And Development Of Community/School Interns And Externs
- Building Models For Secondary/Industry Interns And Externs
- Providing LEP Students Access to the Entire Curriculum
- Expanding the Relationship Between Effective Schools
- Results: The Key to Continuous School Improvement/School and Business Model
- Using Data To Close The Achievement Gap And Build Community Support Models
- Improving Literacy Instruction for Struggling Adolescent Readers
- ESE Inclusion and Equity Planning
- Public Schools Marketing and Community Awareness Completion of Certification Series- Consortium on Reading Excellence National Literacy Training
- Alignment Of Training For Models Of Contextual And Authentic Learning

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- The Center for Community Services Research Division – “Developing Strategies for School Reform” Education Series
- Smaller Learning Communities Research Seminar/UCLA Campus
- Professional Leadership Academy Coursework _ “Developing and Refining Skills for Effective Professional Development and Leadership”
- Consortium on Reading Excellence Leaders Academy _ “Research and Practices in Fluency Development”
- Afterschool Planning Consortium – Workshop for school assistance and leadership
- Seminar – “Reading Leadership for Change”
- The Learning Annex – Completed Coursework for Reading Leaders Academy
- University of LaVerne-Coursework on Reading Fellows Workshop
- San Diego State University Extension – “Designing Curricular Structures for Reading Leadership”
- Co-author of the California State Framework for Elementary Reading
- Seminar – “Integrated Literacy Development for School Planning”
- Seminar – “Technical Assistance and Support for Grant Writer Training”
- Seminar – “Building Capacity for School Reform”
- Post-Graduate Seminar for selected Educators from Southern California on Restructuring High Schools for reform
- Co-author of the California Department of Education Policies and Practices in Parent Involvement
- ACSA – Curriculum Development Seminar Series Graduate
- Seminar – “Leadership Training for the Non-Profit Sector”

PROFESSIONAL EXPERIENCE

2005-2008 **Miami-Dade County Public Schools**
Deputy Superintendent, Curriculum and Instruction
District Enrollment: 360,000

Responsible for the work in 17 district divisions that include curricular development, implementation and monitoring. Among these divisions are: Elementary Education, Secondary Education, Secondary School Reform, Literacy Development, Special Education, Gifted and Advanced Academics, Charter and Magnet Schools, Schools of Choice, School Improvement, Smaller Learning Communities, Evaluation, Bilingual, Special Instructional Support, Instructional Technology, Preschool and Summer School.

1998-2005 **Educational Resources Alliance** Budget \$20 Million
2000-2005 Director, Curriculum and Staff Development

1998-2000 Director, Curriculum and Specialized Services

University of LaVerne
Adjunct Professor for Graduate Studies in Reading Development

1997-2005 **Consortium on Reading Excellence**
Senior Director for Staff Development in Literacy and School/Reform Management

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Assisted schools to develop, implement and sustain a comprehensive, balanced literacy program by providing intensive training, coaching and classroom demonstrations and ongoing diagnostic student achievement data collection and analysis. Provided direct services of support, management and reform initiatives in districts in Oregon, California, Georgia, Mississippi, Rhode Island, New Mexico, Texas, Washington, New York, and New Jersey.

1994-2005	The Education Alliance Executive Director, Curriculum and School Program Expansion Reviewed school based educational practices, manage and monitor the implementation of interventions and measure progress towards intervention goals and educational improvement.	Budget: \$15 Million
1988-1994	The Quality Education Project 1993-1994 Executive Director 1990-1993 Statewide Coordinator 1989-1990 Regional Director 1988-1989 Consultant Collaborated with superintendents, district level management, elementary and middle school principals, teachers and parents in developing program strategies for implementing a comprehensive parental involvement program	Budget: \$100 Million
1968-1987	Pasadena Unified School District Pasadena, California District Enrollment: 40,500 High school Principal Elementary School Principal 550 students, staff of 25 certified and classified personnel, Administered/supervised the instructional program which included Chapter I, Bilingual, school improvement, special education, GATE High School Principal, Alternative Educational Division Assistant Principal, Roosevelt School for Exceptional Children Assistant Principal, Elementary and Middle School Administrator, Special Education K-12 Director, Emergency School Aid Act, Reading/Curriculum Coordinator, Reading Demonstration Site Reading Resource Teacher Elementary School Teacher K-6	Budget: \$125 Million

SUMMARY OF ADMINISTRATIVE EXPERIENCES:

Instructional Leadership

- ✓ Leadership of 17 Instructional Divisions in the 4th largest school district in the country.
- ✓ Designing and implementing ongoing staff development for administrators/teachers, and community leaders in instructional supervision, curriculum administration, assessment, integrated academic and business skills and school management.

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- ✓ Developing a new Secondary School Reform Model designed to include career academies, multifaceted internships, transition/articulation plans and the establishment of community invested programs for students.
- ✓ Leading site administrators to organize to become effective observers and assessors of instructional strategies and delivery systems by visiting schools, observing instruction and providing meaningful feedback regarding the strengths and weaknesses of the instructional delivery system.
- ✓ Leading and managing the development, implementation and evaluation of the district's curriculum which includes a teaching and testing continuum of essential skills and concepts appropriate for a changing society.
- ✓ Developing and implementing systematic strategies for improving instruction which resulted in increased test scores.
- ✓ Implementing an evaluation system with increased emphasis on classroom assessments and instructional improvement.
- ✓ Coordinating the development of an Interim Assessment in the core curricular areas to assess individual student progress toward meeting personalized goals for achievement.
- ✓ Developing a new Gifted Education Program (*REGAL* Plan) designed to raise the academic rigor in ALL classrooms and in turn, improve the performance of ALL students.
- ✓ Implementing Ready School Miami Pre-Kindergarten to grade 3 program designed to provide high quality early learning experience, successful transitions, parent and family engagement and community partnerships.
- ✓ Implementing Virtual School which provided alternative curricular resources for students to expand their acquisition of knowledge and pathways to graduation, personal and academic goals.
- ✓ Overseeing the effective and efficient operations of the areas of magnet and charter schools; bilingual education; career and technical education; student services; technology and equity and diversity compliance.
- ✓ Ensuring appropriate implementation of and compliance with, federal statutes and regulations pertaining to Individuals with Disabilities education Act (IDEA); Perkins Act; Reading First; Title 3, Title 2 and Title 1.
- ✓ Developing a new coordinated curriculum assessment program that targets classroom instruction, student acquisition of standards based content knowledge, professional development and data driven decision making for District, Regional and school site administrators, teachers, students and parents.

Parent/Community:

- ✓ Conducting community meetings and parent education sessions.
- ✓ Establishing with the University of California at Irvine the "I Am Going to College Program" in the high school to increase the numbers of students attending college.
- ✓ Collaborating with city and county health facilities to provide immunizations and physical examinations for students.
- ✓ Planning and organizing Education Sunday activities. These activities culminated in district staff attending churches in the community and speaking to congregations about the importance of reading.

Superintendent/Board Relations:

As Deputy Superintendent, I have utilized skills in working with school boards as demonstrated by:

- ✓ Assisting the Superintendent in developing the Board of Trustees meeting agendas, board reports and presentation of information at Board meetings.
- ✓ Representing the Superintendent at community, regional and state educational meetings and public hearings.
- ✓ Providing leadership in developing the district's strategic and operational plans.
Conducting hearings, recommending disciplinary actions documenting for cause and recruiting teachers.
Preparing necessary state, county and federal reports.

Budget/Fiscal:

- ✓ Assisting the Superintendent, as a member of the executive cabinet, in the development of the District's budget; including reduction in force and applying for state mandated cost reimbursements.
- ✓ Providing assistance to school sites in appropriate fiscal practices.

Maintenance, Operations and Facilities:

- ✓ Assisting in the planning for school modernization.
- ✓ Assisting in the development of the District's five year deferred maintenance plan.
- ✓ Assisting in the planning for reducing the backlog of maintenance requests within a ninety day period.
- ✓ Working with the transportation department in scheduling bus routes and field trips.
- ✓ Assisting in the developing curriculum and room utilization plan for new schools.

CONSULTANT, SPEAKER:

Keynote Speaker: Implementing a Research Based Literacy Program for Pre School Children, Palm Springs and San Francisco, California

Keynote Speaker: Advocate for Educationally Disadvantaged
Youth Striving Together; Leaving No Child Behind

Workshop Presenter: Leading reform in a large urban school district:
Council for Greater City Schools Annual Conference

Workshop presenter: The Principal as Instructional Leader
Presentation to principals Portland Public Schools, Portland, Oregon.

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Keynote Speaker: Powerful Teaching and Learning Presentation to
Elementary teachers, Bakersfield City School District, Bakersfield, California.

Workshop presenter: Improving Parental Involvement Teams Institute sponsored by the
Achievement Council, a non-profit organization aimed at increasing academic achievement among
minority and low-income students in California, at the University of California at Los Angeles.

Speaker: Moving Beyond the Bake Sale, Association for California School Administrators Annual
Urban Leadership Seminar, Los Angeles, California

UNIVERSITY TEACHING:

Adjunct Professor, University of La Verne
Adjunct Professor, University of San Diego
Adjunct Professor, California State, Los Angeles
Guest Lecturer, California State, Fullerton
Visiting Lecturer, University of California, San Diego

Louis Joseph Garcia, Senior Vice President, District and School Services

ACCOMPLISHMENTS

Strategist and spokesperson for nation's fourth-largest school system and nation's most prominent urban school superintendent. Led more than 100 employees, \$8-million budget.

Key executive directing efforts of a non-profit that launched and supported more than 100 innovative schools.

Results-oriented creator of communications campaigns to launch products and services for national clients.

Effective writer with multiple op-ed placements in the *New York Times*, *Washington Post*, *Los Angeles Times*, *Baltimore Sun* and numerous trade publications.

PROFESSIONAL EXPERIENCE

Award-winning journalist during 14-year career at three newspapers on *Time's* Top 10 list.

2009 - Global Partnership Schools New York, NY

Senior Vice President, District and School Services

- Lead development and delivery of products and services to support school and district improvement.

2006 - 2009 North Carolina New Schools Project Raleigh, NC

Vice President, Advocacy and Communications

- Led statewide outreach and policy development for leading high school innovation non-profit funded by the Bill & Melinda Gates Foundation and state General Assembly that launched more than 100 innovative high schools.
- Oversaw business planning including management of national consulting firm to determine organization's next generation of work.
- Developed unprecedented public opinion research on North Carolinians' views about high school reform.

2004 - 2006 Miami-Dade County Public Schools Miami, FL

Chief Communications Officer

- Led external, internal communications and outreach for Florida's largest school system with 357,000 students, 50,000 employees, and \$5.2-billion annual budget.
- Oversaw operation of South Florida's leading public broadcasting affiliates.
- Launched countywide "Parent Academy" involving public and private sector partners to offer 100+ classes in 80+ locations in three languages.

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- Significantly expanded outreach venues, including outbound telephone calling system, key communicator networks, public affairs television show and Creole-language radio programming aimed at underserved Haitian community.
- Created “cultural communications bureau” to increase outreach to non-English speaking communities.
- Led crisis communications for events including administrative restructuring, student fatalities and hurricanes.

2002 - 2004 Achieve, Inc.

Washington, DC

Director, Public Leadership

- Led national outreach and advocacy efforts of independent, bipartisan nonprofit created by nation’s governors and CEOs to help states improve their schools.
- Built four-person communications team that reduced reliance on outside consultants; managed \$1.2 million budget.
- Developed and executed release strategy for high school reform report that generated 34 million print media impressions, new client states.

1997 - 2002 CommunicationWorks LLC

Washington, DC

Senior Associate

- Provided strategic counsel and tactical execution to a wide range of clients involved in domestic policy reform. Clients included IBM, Intel, U.S. Department of Education, White House Initiative on Educational Excellence for Hispanic Americans, National Center on Education and the Economy, Success for All Foundation, Southern Education Foundation, New American Schools, Asia Society, Maryland Department of Education and Business Coalition for Excellence in Education.
- Led account teams that generated 22% of firm’s billings.
- Strategist and spokesperson for two high-profile National Education Summits involving speech by President Clinton and attendance by more than 100 governors and CEOs.

1997 Gannett News Service

Washington, DC

Correspondent

1987 - 1997 Dallas Morning News

Dallas, TX

Senior Writer

1986 - 1987 St. Petersburg Times

St. Petersburg, FL

Business Writer

1984 - 1986 New Orleans Times-Picayune

New Orleans, LA

Staff Writer

AWARDS RECEIVED

National Award in Education Reporting (Breaking News), Education Writers Association.

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National Fellowship in Education Reporting, Education Writers Association.
Texas Katie Award (Best Series), Press Club of Dallas.

ADDITIONAL PROFESSIONAL ACTIVITIES

Panelist for Alliance for Excellent Education, American Educational Research Association, American Federation of Teachers, Freedom Forum, Investigative Reporters & Editors, National Association of Black Journalists, and National Conference of State Legislatures.
Board of Directors, Education Writers Association, 1992 – 1997.

EDUCATION

1984 Harvard University Cambridge, MA
A.B. in honors concentration of History and Government

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Marcie Roberts, Chief Education & Program Officer

Global Partnership Schools

Chief Education & Program Officer

Aug. 2009-Present

- Provide leadership to attain the Company's mission, vision, and goals within the education and instructional programs.
- Research and identify trends and needs and establish instructional program directions accordingly; provide leadership to management staff and faculty for the development and delivery of evidence-based and promising innovative and creative instruction and curriculum.
- Develop a framework and provide leadership for active, on-going system change for improvement, including frameworks for data-based decision-making management and rigorous evaluation of program effectiveness and student achievement.
- Direct the development of operational policies, structures, and systems for the educational programs and instructional services in order to provide optimal teaching and learning experiences.
- Assist in developing and managing instructional service and educational program business plans and budgets.
- Provide leadership for the development and implementation of staff and faculty development and evaluation program, including the design and implementation of a comprehensive professional development plan and performance evaluation for application across the company programs.
- Develop and promote practices and behaviors that supports positive, collegial communication and results in an innovative, energetic organizational climate.
- Assist with new program development, student recruitment, public relations, and marketing of the Company and its educational programs.
- Develop business plans and projections for assigned education projects and proposed projects.
- Lead Vice Presidents in program direction, development of goals, and objectives.

Education Enterprise of New York

Rochester, NY

Chief Executive Officer, Education Enterprise of New York

March 2007—Aug. 2009

- Provide leadership, operational and management supervision to five separate not-for-profit education organizations (Education Enterprise of New York, Education Enterprise of New York Foundation, The Norman Howard School, EnCompass: Resources for Learning, Sands Academy) with combined employees of over 150 and combined budgets of over \$10 million.
- Oversee and supervise strategic planning development and plan implementation at all organizations.
- Responsible for all aspects of program and business development including identifying and responding to opportunities, conducting and analyzing feasibility studies, and developing and implementing business plans.
- Responsible for ensuring resources for organizational growth and operations through efforts such as contract development and fundraising (raised \$11 million of a \$15 million capital campaign by end of year one of a three-year campaign).

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- Supervised the transition (legal, governance, strategic, leadership and operating) of four not-for-profit organizations to a multi-organizational structure with a parent member to increase operational efficiencies and effectiveness.
- Oversaw activities necessary for start up, approval and implementation of multi-organizational structure: federal, state & local filings; creation of board; by-laws, etc.
- Worked with four boards and a legal team to provide information about, recommend and adopt a multi-organizational structure.
- Established the operational and governance policies and procedures adopted by all organizations.
- Established the process and supported implementation for program evaluation and measurement at each organization.

Executive Director, The Norman Howard School

June 1999--Aug. 2009

- Supervise operating leadership (Head of School).
- Supervised the completion in 2000 of a \$3.7 million dollar facility expansion.
- Successfully completed in 2005 a \$4 million dollar capital campaign.
- Increased enrollment by 22% in three years.
- Supervised the successful implementation of two strategic plans and recently facilitated the development of a new strategic plan.
- Established employment policies and procedures, including methodology and process for teacher evaluation.
- Codified instructional methodologies and implemented a professional development and training plan for faculty.
- Developed and implemented a marketing plan for the school.
- Supervised the school's 5-year review and 10-year accreditation process by the New York State Association of Independent Schools.

Executive Director, EnCompass: Resources for Learning

Oct. 2003 – Aug. 2009

- Founding Executive Director of an organization that provides program consultation and development to area schools and assessment, tutorial and coaching services to the community.
- Conducted two years of research, assessing similar programs, meeting with community agencies and running focus groups.
- Oversaw legal activities necessary for start up of organization: federal, state & local filings, creation of board, by-laws, etc.
- Currently oversee all aspects of operations and management, including business planning and development, service implementation and improvement, and program evaluation.
- Facilitated strategic planning activities and implementation of the strategic plan.
- Secured a \$1 million contract with the Rochester City School district for in-class programs and a \$2.87 million state contract to serve at-risk youth.

Executive Director, Sands Academy

Sept. 2007—Aug. 2009

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- Founding Executive Director of an elementary school for youngsters at-risk for language delays.
- Oversaw legal activities necessary for start up of organization: federal, state & local filings; creation of board; by-laws, etc.
- Oversaw all activities necessary for start up of the school: charter application; federal, state & local filings; creation of board; by-laws, etc.
- Secured \$155,000 in grant funding to start the school.
- Developed a three-year business plan.

University of Pittsburgh

Pittsburgh, PA

Office of Student Affairs

Director, Disability Resources and Services

May 1993- June 1999

- Responsible for assessing diagnostic information and needs of individuals with disabilities and determining reasonable accommodations.
- Developed with assistance of legal department, University disability policy and procedures.
- Developed and disseminated information and resources regarding disability services and compliance.
- Provided training and information specific to University schools and departments.
- Conducted workshops and presentations on higher education and disability regionally and nationally.
- Provided consultation on disability services to four University of Pittsburgh regional campuses.

Education

School of Education, University of Pittsburgh

M. Ed in Higher Education Administration

College of General Studies, University of Pittsburgh

B. A. in Legal Studies/Political Science

Related Experience and Committee Memberships

- Trustee, New York Association of Independent Schools, 2008 - present
- Member, City of Rochester Literacy Policy Committee, 2006 – 2009.
- Member, City of Rochester Literacy Summit Planning Committee, 2006
- Chair, New York Association of Independent Schools 10-Year Accreditation Review Visiting Committee, 2003, 2005
- Selected to participate in the Oxford University Roundtable international forum on choice in education, Oxford, England, July, 2003
- Secured \$400,000 Dept. of Education grant for school-based demonstration project, 2003

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- Member of Rochester Effectiveness Partnership and ETHOS project to develop methods and training for improving not-for-profit program evaluation
- Member, Council for Agency Executives, Monroe County, NY
- Member, State of Pennsylvania Commission for Services for Deaf Students in Higher Education 1994-1997
- Consultant, Disability 2000 Project, Committee on Higher Education, Allegheny County/City of Pittsburgh Task Force on Disabilities, 1998-1999
- Member, Northeast Technical Assistance Center (NETAC) Pennsylvania Consortium, 1997-1999
- Steering Committee Member, Carnegie Mellon University Assistive Technology Project, 1996

Selected Papers and Presentations

Basset, P., Kane, P., Roberts, M. C. et al (2007) Schools for students with different learning needs. Chapter essay in Twenty-First Century Schools: What Are The Choices? Rowan & Littleford Publishers, Inc.

Roberts, M. C. (2007) EnCompass: Resources for Learning. From Red to Black: Heads Discuss Alternative Revenue. Leadership Matters, Educational Directions Inc. Spring 2007.

Baker, A. Bruner, B. E. & Roberts, M. C. We're all partners in improving performance. Presentation at the Grantmakers Effectiveness Organization 2006 Conference, Atlanta, GA, March 2006.

Gellerstedt, E. M. & Roberts, M. C. Executive function: the science and art of self-regulation. In-service presentation for Batavia City School District Superintendent's Day, Batavia, NY, November 2004.

Roberts, M. C. & Van Slyke, L. When accommodations aren't enough: strategies for assisting students with learning disabilities. Strand presentation at the University of Connecticut Postsecondary Learning Disabilities Training Institute, Burlington, Vermont, June 1999.

Roberts, M. C. Make the grade: a model for transitioning students with disabilities to postsecondary and beyond. Presentation at the Northeast Technical Assistance Center Annual Conference, State College, PA, September 1998.

Roberts, M. C. From grass roots to greener pastures: the evolution of program development for students with learning disabilities. Presentation at the University of Connecticut Postsecondary Learning Disabilities Training Institute, Portland, ME, June 1998.

Roberts, M. C. Policies, procedures and guidelines for servicing students with learning disabilities. Presentation at the Learning Disabilities in Higher Education Conference, University of Pittsburgh, Pittsburgh PA, October 1997.

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Ralph Valenzisi, Vice President, Information Technology

OBJECTIVE: Seeking a leadership position in a school setting that will allow me to apply my expertise in educational technology, curriculum and project management to increase K-12 student outcomes.

EDUCATION

1998-2004 Southern Connecticut State University, New Haven, CT

Sixth Year in Educational Administration

1991-1992 University of Bridgeport, Bridgeport, CT
Masters of Science in Education

1987-1991 DePaul University, Chicago, IL
Bachelor of Arts in Music

EMPLOYMENT

2009-Present Vice President, Technology, Global Partnership Schools

- Responsible for all Instructional and Informational Technology
- Currently developing and implementing an Enterprise Level Finance and Human Resources system for Global Partnership Schools
- Responsible for the development of the e-learning platform for Global Partnership Schools

2006-2009 Director of Technology, Norwalk Public Schools

- Responsible for all areas listed under Instructional Technology Specialist
- Manage and supervise Information Technology, Data , and Transportation Department
- Responsible for all LAN line and cell phone systems
- Implemented a new Active Directory Infrastructure for over 4,000 computers and 20 sites
- Responsible for district E-Rate program
- Developed and implemented two district wide educational technology plans (2006-2009 and 2009-2012)

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2004–2006 Instructional Technology Specialist, Norwalk Public Schools

- Responsible for creating and implementing 9-12 Tech Ed Curriculum
- Responsible for designing and implementing K-12 technology professional development
- Responsible for Title Two Part D and Carl Perkins funding
- Written, received and implemented various technology grants
- Responsible for educational web page
- Supervisor for Technology Education, Family and Consumer Science, Business Education and Computer Science Departments

2001-2004 Educational Technology Coordinator, New Haven Public Schools

- Created and implemented K-12 technology curriculum
- Responsible for designing and implementing K-12 technology professional development
- Responsible for Title Two Part D funding
- Written, received and implemented various technology grants, including E-Rate funding
- Implemented district-wide library media automation system
- Responsible for educational web page
- Responsible for purchasing approval of end user technology
- Responsible for supervision of K-12 building technology facilitators
- Collaborated with the data center to create, implement and manage various data systems

1999-2001 Educational Consultant, Imperial Software

- Designed and implemented city wide training on a variety of courseware for K-12 teachers
- Project Manager of consulting and technical services for the City of Waterbury, CT
- Presented workshops in both Lotus SmartSuite and Microsoft Office applications
- Marketed and presented software to various school districts
- Created on line learning courses used nationally by educational systems
- Consulted with school systems' administration to assess technology needs and set short and long term goals

1992-1999 Teacher, Stamford Public Schools

- Trained and served as technology coach to other teachers; assisted in achieving technology goals in the classroom
- Provided district wide professional development on multimedia presentation tools

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and their integration into the classroom

- Member of district wide Science Curriculum Revision Committee
- Beginning Educator Support Trainer

CERTIFICATIONS

- Certified Pre-K – 8 Teacher
- Certified Intermediate Administrator and Supervisor
- Certified Lotus R4 and R5 Specialist
- Certified Microsoft Office User Specialist

PART II: COST INFORMATION

Exhibit A

DETAILED COST CATEGORY	COST
DELIVERABLE	
1. Recruitment, Selection and Placement <ul style="list-style-type: none"> The respondent shall identify prospective TLA participants The respondent shall work with local school corporations and other key actors to strategically place participants within the lowest achieving schools 	\$ 500 (Per Participant)
2. Training, Ongoing Monitoring and Support <ul style="list-style-type: none"> The respondent shall give the ITLA participants the knowledge, skills, tools and support they need to lead a team and community towards the transformation of schools into places where all students are achieving academically 	\$ 39,000 (Per participant)
3. Add Lines 1 and 2	\$ 39,500
Subtotal A (Multiply the projected # of TLA participants that will be trained each year by Line 3. <i>Note: the projected number of participants should be between twenty and forty.)</i>	\$1,185,000
4.Data and Accountability <ul style="list-style-type: none"> The respondent shall provide data on participants while enrolled in ITLA and post-ITLA. These data shall be reported directly to IDOE in substance, format, and intervals established by IDOE. These data shall include but are not limited to performance of individual TLA participants, academic performance of schools lead by ITLA leaders, and the effectiveness of teachers at schools led by TLA leaders. 	\$ 24,000
5. Other costs (OPTIONAL) <ul style="list-style-type: none"> As part of providing a comprehensive bid proposal, the respondent may outline other related deliverables not outlined above. Please describe: 	\$ 0
Subtotal B (Add Lines 4 and 5)	\$24,000
TOTAL COST OF PROJECT SUBTOTAL A + SUBTOTAL B	\$1,209,000

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